DOCUMENT RESUME

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ABSTRACT

This document presents eight models of the exploratory vocational wheel for the middle/junior high school and a collection of career development activities designed for infusion in various curriculum areas. The wheel is a scheduling strategy that allows middle schools students to explore elements of several different occupations as classes rotate from course to course, forming the basis for more in-depth learning when students choose full courses of interest to them. Schools could offer the wheel in sixth, seventh, or eighth grade or in all three. Introductory material explains various configurations of the wheel, and diagrams illustrate eight models. A chart and diagram illustrating 12 career clusters, a chart that shows how courses affect the 12 career clusters, and a list of vocational education courses that may be used in the middle school vocational exploratory wheel are also provided. Lesson plans for the career development activities or "best practices" that follow are divided into these subject areas: science, social studies, mathematics, miscellaneous courses (fine arts, student services, vocational education), and language arts. The lesson plans are keyed to the subject area objectives and to career development student competencies. Each lesson plan has these components: topic; list of materials/information needed; steps in the activity, including follow-up, if any; career preparation goals and objectives; subject area objectives; and worksheets or handouts. Appended are program courses standards for six wheels, listing major concepts/content, laboratory activities, special notes, and intended outcomes for each. (YLB)

ED357285

THE MIDDLE SCHOOL EXPLORATORY VOCATIONAL WHEEL

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MODELS TO DEMONSTRATE THE VARIETY OF COURSE CONFIGURATIONS AND COMBINATIONS OF THE EXPLORATORY VOCATIONAL WHEEL TO PROVIDE CAREER EXPLORATION FOR THE MIDDLE GRADES

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THE EXPLORATORY WHEEL

FOR MIDDLE SCHOOLS

The wheel is a scheduling strategy which allows the middle school student to experience selected learning objectives from a variety of middle/junior high courses. Generally, the term for each course is shortened to allow students to explore elements of several different courses as classes rotate from course to course. This exploration provides the basis for more in depth learning at a later time when the student may select full courses with the most appeal.

PRIME legislation (F.L. 23.2319, specifically page 91, Florida School Law, 1989 Edition) provides a basis for offering experiences in diverse courses such as art, music, health, computers, foreign languages and exploratory vocational courses. The M/J Wheel accommodates the delivery of various courses for varying periods of time. A school could offer the wheel in the sixth, seventh or eighth grade or in all three grades. The wheel could be all academic courses, all vocational courses or a combination of each.

Exploration in any course prior to immersion in a particular subject area can be vital to an individual's career decision making and subsequent course selection to begin preparation for a career. Exploration of a wide variety of subject areas contributes to better career decision making by expanding opportunities for personal assessment in career settings. Even more of these student trials for "best fit" of personal attributes with various career requirements may be provided through offering career oriented vocational courses in one or more M/J Exploratory Vocational Wheels.

This document focuses on the exploratory vocational wheel; however, the importance of including other courses in the exploratory process must not be overlooked. For example, art is a subject that is highly related to career choices although it is not always identified as a vocational course. For this reason a variety of course combinations is included in the following models. The models are provided simply for local consideration, either to adopt or to adapt to the unique conditions within each school. Adaptation could also involve adopting a model, but selecting different outcomes from the curriculum frameworks for each course. The following models allow considerable flexibility, yet follow several of the objectives from the **Blueprint for Career Preparation**. The common threads running through all of the models are as follows:

1. To provide career development opportunities for ALL students.

2. To present instructional objectives that are appropriate to each physical and psycho/social developmental level.

3. To provide technology education early in the middle grades (Technology for Children, Exploratory Technology, Manufacturing Technology).

4. To provide self assessment opportunities at the sixth grade level and to relate self attributes to a wide variety of careers (Career Education and Employability Skills).

5. To provide learning activities that build appropriate decision making skills while the student is beginning to narrow choices and develop a career and educational plan (Career Education - first semester of eight grade if student is to complete the Career Education Planner and be prepared for high school registration in the spring).

6. To provide keyboarding skills, if not already learned in the elementary grades. This skill provides the basis for further experiences with computers and other electronic entry devices..

7. To maximize the FEFP benefits for the middle school offering more costly vocational courses in the exploratory vocational wheel(s).

WHEEL CONFIGURATIONS

Rotations based on variations of class duration are illustrated in the following configurations for a M/J Exploratory Wheel, grades 6, 7 and 8:

SIX - SPOKE WHEEL

			Rotation I	Rotation II	Rotation III	Rotation IV	Rotation V
1st	6 wk	Class A	Class B	Class C	Class D	Class E	Class F
2nd	6 wk	Class B	Class C	Class D	Class E	Class F	Class A
3rd	6 wk	Class C	Class D	Class E	Class F	Class A	Class B
4th	6 wk	Class D	Class E	Class F	Class A	Class B	Class C
5th	6 wk	Class E	Class F	Class A	Class B	Class C	Class D
6th	6 wk	Class F	Class A	Class B	Class C	Class D	Class E

FOUR - SPOKE WHEEL

			Rotation I	Rotation II	Rotation III
1st	9 wk	Class A	Class B	Class C	Class D
2nd	9 wk	Class B	Class C	Class D	Class A
3rd	9 wk	Class C	Class D	Class A	Class B
4th	9 wk	Class D	Class A	Class B	Class C

THREE - SPOKE WHEEL

			Rotation I	Rotation II
1st	12 wk	Class A	Class B	Class C
2nd	12 wk	Class B	Class C	Class A
3rd	12 wk	Class C	Class A	Class B

TWO - SPOKE WHEEL
(Actually two semester courses rather than a wheel)

First Semester	Class A	Class B
Second Semester	Class B	Class A

NEW COURSE NUMBERS FOR THE EXPLORATORY VOCATIONAL WHEEL, GRADES 7 - 8

NOTE: **Course Numbers for the M/J Exploratory Wheel for grades 6,7 and 8 used to generate "309" Vocational Funding are the following:**

EXPLORATORY VOCATIONAL WHEEL (GRADES 6,7, AND 8)
NUMBERS FOR COURSES LISTED IN THE VOC. ORIENTATION/EXPLORATION SECTIONS OF THE DIRECTORY AND GENERATING VOCATIONAL FUNDING (309)

0600120	M/J EXP VOC WHEEL 3	M/J EXPLORATORY VOC WHEEL 3	ANY VOCATIONAL FIELD
0600130	M/J EXP VOC WHEEL 4	M/J EXPLORATORY VOC WHEEL 4	ANY VOCATIONAL FIELD
0600140	M/J EXP VOC WHEEL 5	M/J EXPLORATORY VOC WHEEL 5	ANY VOCATIONAL FIELD
0600150	M/J EXP VOC WHEEL 6	M/J EXPLORATORY VOC WHEEL 6	ANY VOCATIONAL FIELD

These same wheel/spoke configurations may be used for basic funding (102) courses including fine arts, foreign languages, etc., for grades 6, 7, or 8. However, the following numbers are to be used for M/J wheels with all courses generating basic funding (102) in ANY grade.

EXPLORATORY WHEEL (GRADES 6, 7, AND 8)
NUMBERS FOR COURSES LISTED IN THE BASIC SECTION OF THE DIRECTORY AND GENERATING BASIC FUNDING (102)

0600000	M/J EXP WHEEL 1	M/J EXPLORATORY WHEEL 1	ANY ACADEMIC OR VOCATIONAL FIELD
0600010	M/J EXP WHEEL 2	M/J EXPLORATORY WHEEL 2	ANY ACADEMIC OR VOCATIONAL FIELD
0600020	M/J EXP WHEEL 3	M/J EXPLORATORY WHEEL 3	ANY ACADEMIC OR VOCATIONAL FIELD
0600030	M/J EXP WHEEL 4	M/J EXPLORATORY WHEEL 4	ANY ACADEMIC OR VOCATIONAL FIELD
0600040	M/J EXP WHEEL 5	M/J EXPLORATORY WHEEL 5	ANY ACADEMIC OR VOCATIONAL FIELD
0600050	M/J EXP WHEEL 6	M/J EXPLORATORY WHEEL 6	ANY ACADEMIC OR VOCATIONAL FIELD

Record keeping and accounting are simplified if (102) and (309) courses are not mixed in a wheel. However, all (309) courses in one semester and all (102) courses in the other semester would be easy enough, since each would be reported in separate FTE report periods. Actual count as of the FTE count week (prorating the FTE) would be necessary if (309) and (102) funded courses were mixed in a wheel configuration during a semester. For example, by including Career Education, a basic (102) funded course, in an otherwise Exploratory Vocational Wheel with vocational (309) funded courses, FTE accounting requires an actual count during count week to prorate student's time among the funding levels in the wheel (Note: see the Course Code Directory Errata Sheet for March,1990 which is included at the end of this document).

Funding for the sixth grade classes may now exceed basic funding. This was changed in law by adjustments to the FEFP funding formula in 1990.

The Models

The following models are "models" in the sense of being prototypes or trial configurations for your consideration. You will quickly find problems with most of them when trying to import a model unchanged into your school setting. However, ideas may be derived from the models to help you design your own version to provide career exploration experiences for your middle grade students.

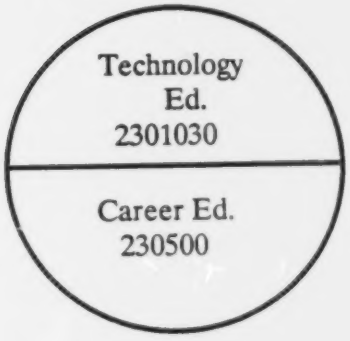
You will also see immmediately that the combinations are limited only by your unique combination of staff, facilities, equipment and materials. With so many possibilities, you will surely find a way to offer an exploratory vocational wheel that fits in with your situation. The special character of your community might also influence the selection of courses. For example, an agriculture course might be more desired in rural settings than a manufacturing technology course. You are encouraged to develop your own version from the information provided. Questions may be directed to The Bureau of Career Development by calling (904) 488-0400.

You are encouraged to work closely with your local FTE administrator in your planning.

The primary goal is to provide all students with opportunities to explore occupations in all of the career clusters in preparation for informed decision making for career goal setting and for subsequent coordinated planning for high school course selections. Planning for goal setting and decision making will culminate in the completion of the Career and Education Planner just prior to registering for high school in the Spring during the eighth grade.

MODEL I

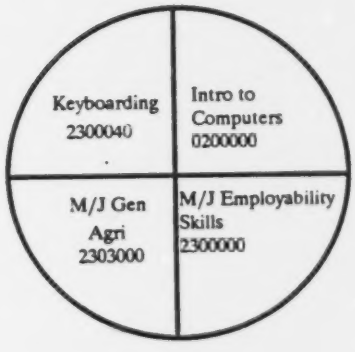
18 Week Rotations



Sixth Grade

Basic Funding

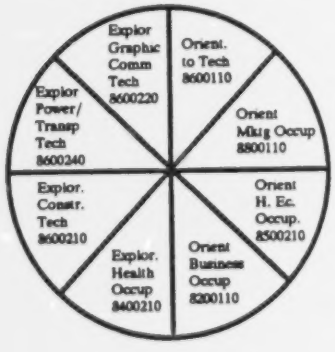
9 Weeks Rotations



Seventh Grade

Basic Funding

4 1/2 Week Rotations

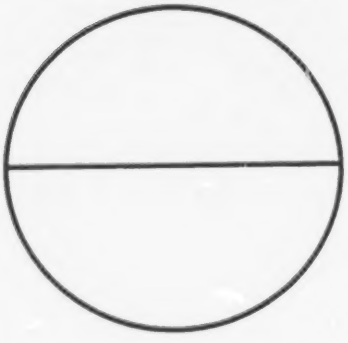

Explor Graphic Comm Tech 8600220
Orient. to Tech 8600110
Explor Power/ Transp Tech 8600240
Orient Mktg Occup 8800110
Explor. Constr. Tech 8600210
Orient H. Ec. Occup. 8500210
Explor. Health Occup 8400210
Orient Business Occup 8200110

Eighth Grade

Vocational (309) Funding

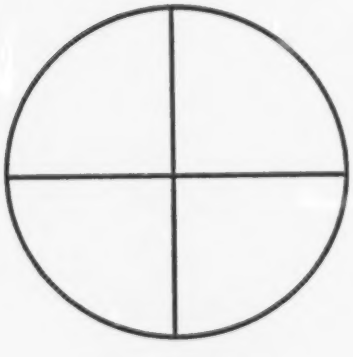
MODEL I

18 Week Rotations



Sixth Grade
Basic Funding

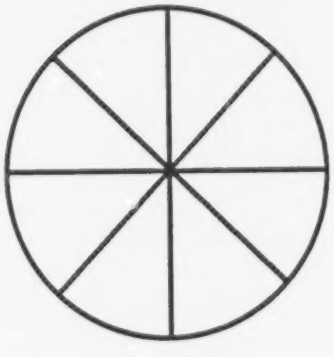
9 Week Rotations



Seventh Grade

Basic Funding

4 1/2 Week Rotations



Eighth Grade

Vocational (309) Funding

MODEL II

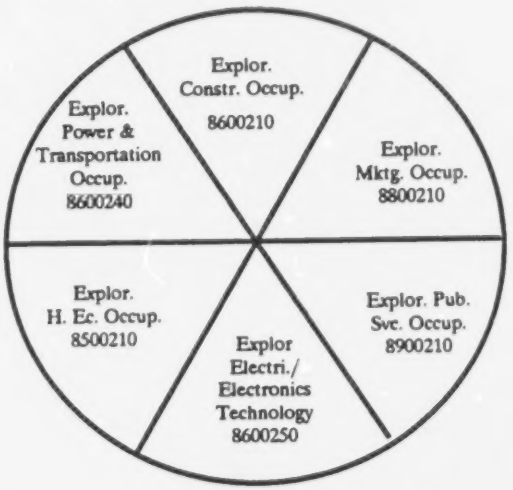
Six Week Rotations for a Year

Explor. Occup. of Home Making 8500220
Explor. Graphic Communications Occup. 8600220
Explor. Business Occup. 8200210
Explor. Agriculture 8100210
Explor. Manuf. Technology 8600230
Explor. Health Occup. 8400210

Seventh Grade

Vocational (309) Funding

Six Week Rotations for a Year

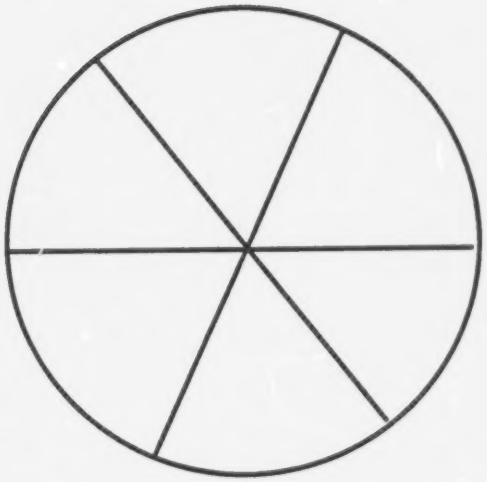

Explor. Constr. Occup. 8600210
Explor. Mktg. Occup. 8800210
Explor. Pub. Svc. Occup. 8900210
Explor Electri./ Electronics Technology 8600250
Explor. H. Ec. Occup. 8500210
Explor. Power & Transportation Occup. 8600240

Eighth Grade

Vocational (309) Funding

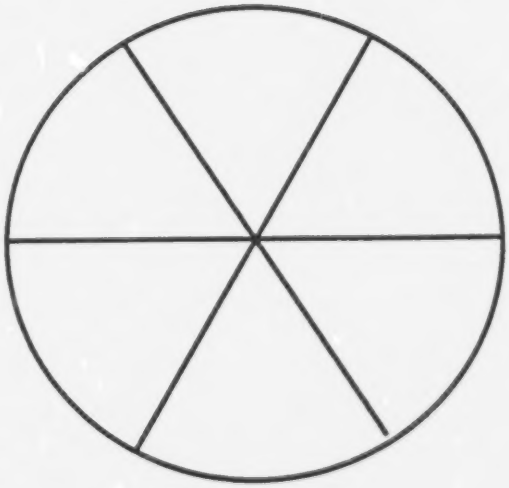
MODEL II

Six Week Rotations for a Year



Seventh Grade

Vocational (309) Funding

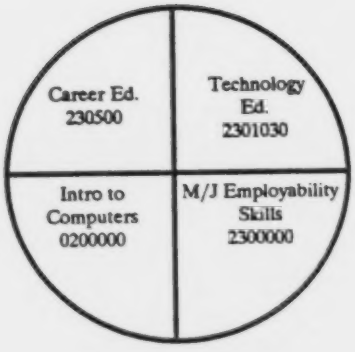


Eighth Grade

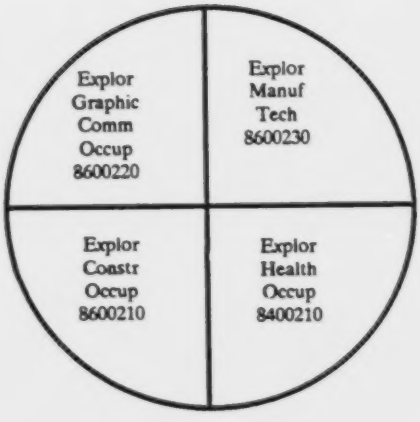
Vocational (309) Funding

Model III

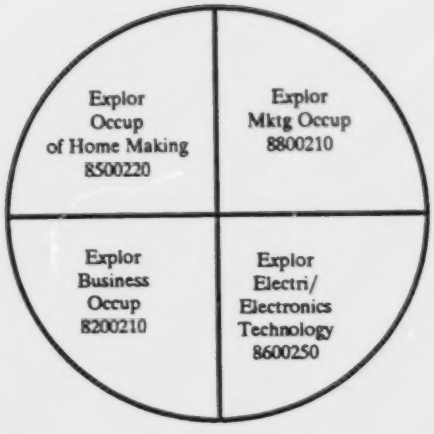
All 9 Week Rotations



Sixth Grade
Basic Funding



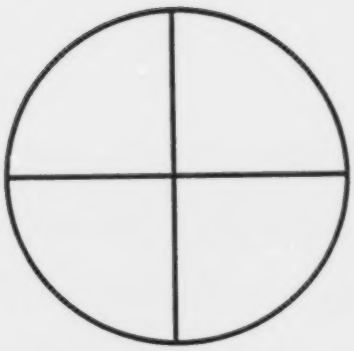
Seventh Grade
Vocational (309) Funding



Eighth Grade
Vocational (309) Funding

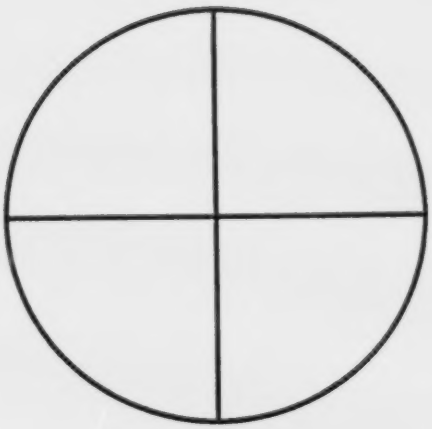
Model III

All 9 Week Rotations



Sixth Grade
Basic Funding

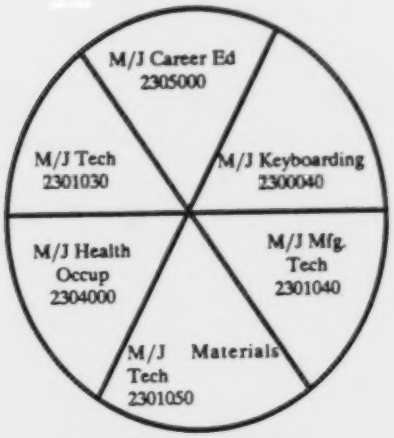
Seventh Grade
Vocational (309) Funding



Eighth Grade
Vocational (309) Funding

MODEL IV

6 WEEK ROTATIONS

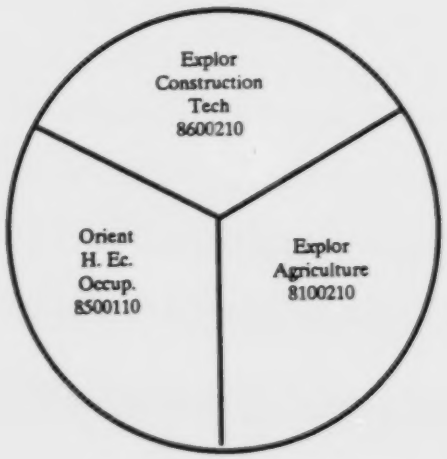


SIXTH GRADE
BASIC FUNDING

12 WEEK ROTATIONS

SEVENTH GRADE
VOCATIONAL (309) FUNDING

12 WEEK ROTATIONS



EIGHTH GRADE
VOCATIONAL (309) FUNDING

MODEL IV

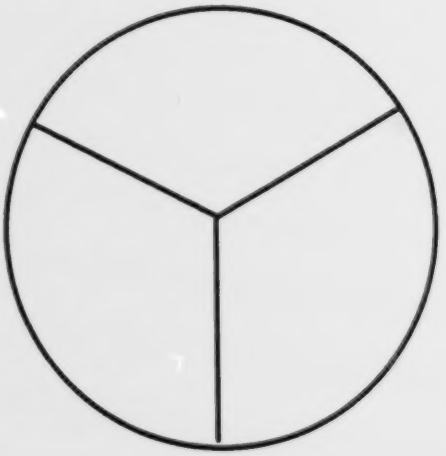
6 WEEK ROTATIONS

SIXTH GRADE
BASIC FUNDING

12 WEEK ROTATIONS

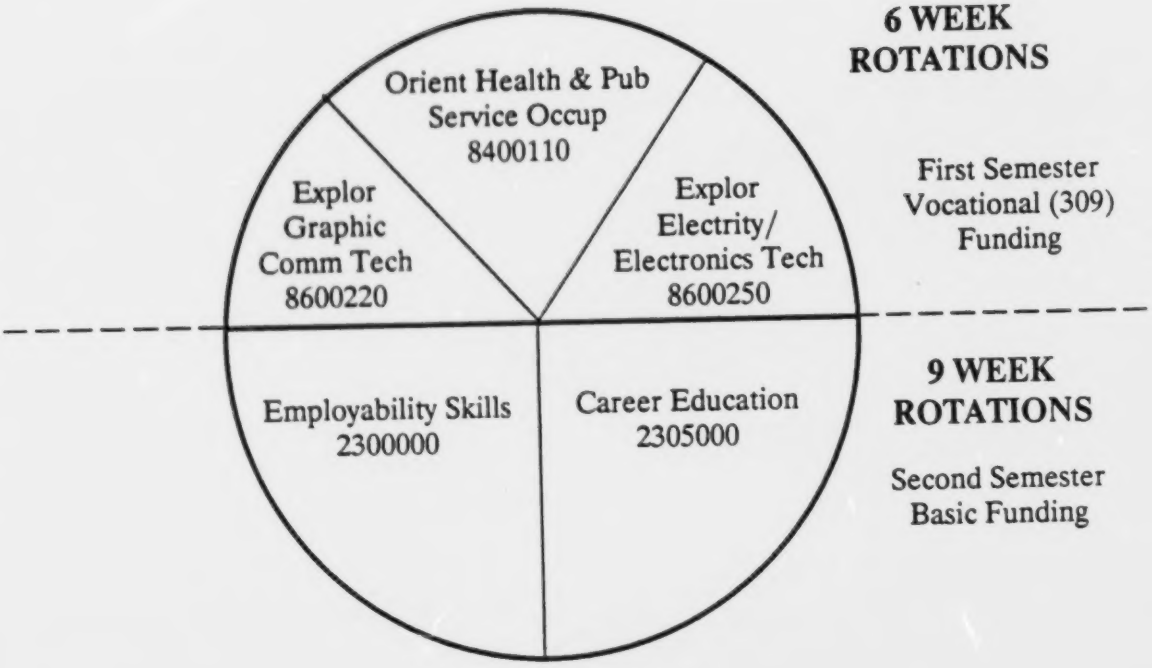
SEVENTH GRADE
VOCATIONAL (309) FUNDING

12 WEEK ROTATIONS



EIGHTH GRADE
VOCATIONAL (309) FUNDING

MODEL V

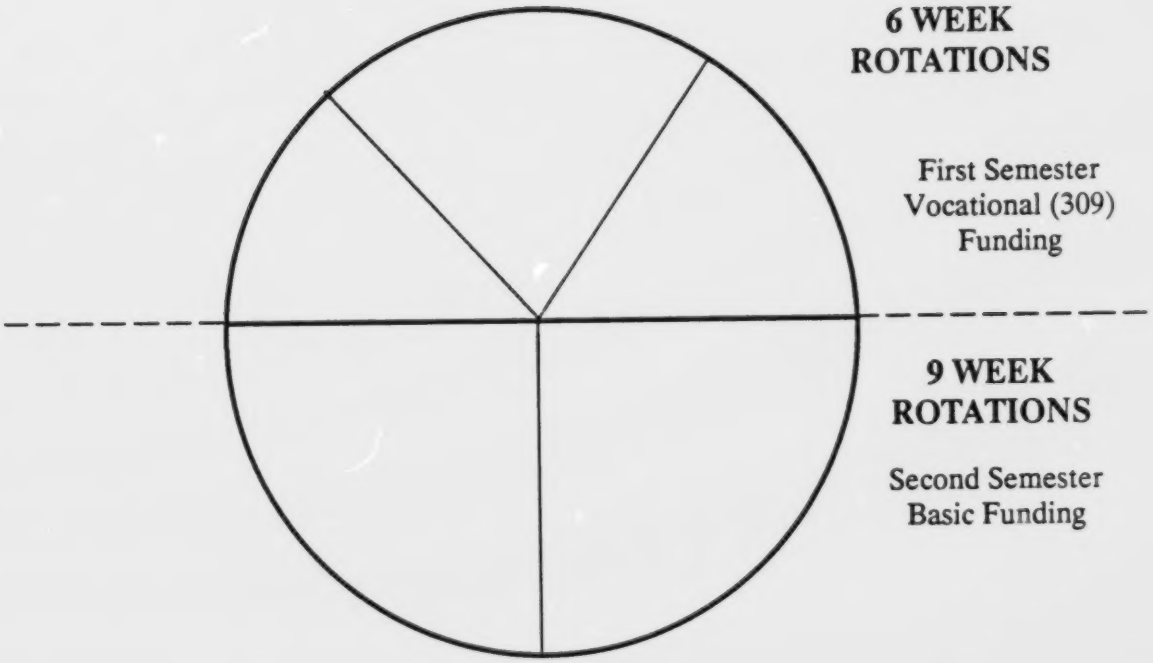

Orient Health & Pub Service Occup 8400110
Explor Graphic Comm Tech 8600220
Explor Electrity/ Electronics Tech 8600250
Employability Skills 2300000
Career Education 2305000
6 WEEK ROTATIONS
First Semester Vocational (309) Funding
9 WEEK ROTATIONS
Second Semester Basic Funding

WHEN YOU CAN HAVE JUST ONE WHEEL

EIGHTH GRADE
VOCATIONAL (309) FUNDING

17

MODEL V

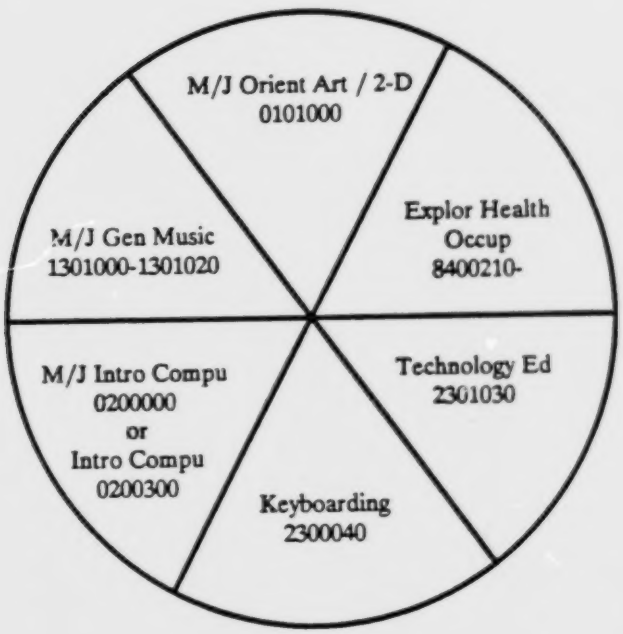


WHEN YOU CAN HAVE JUST ONE WHEEL

EIGHTH GRADE
VOCATIONAL (309) FUNDING

MODEL VI

SIX WEEK ROTATIONS

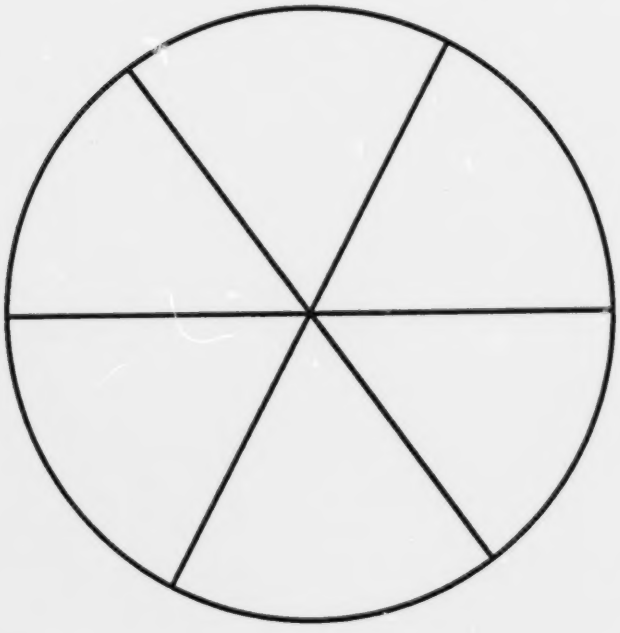


SIXTH GRADE

Pro-Rate Funding First Semester
Based on an Actual Head Count During
the FTE Week.
Basic Funding Second Semester.

MODEL VI

SIX WEEK ROTATIONS

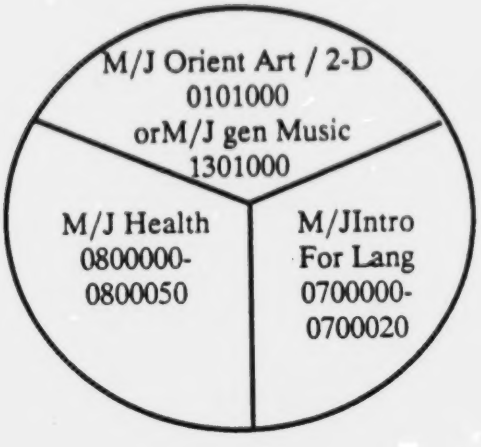


SIXTH GRADE

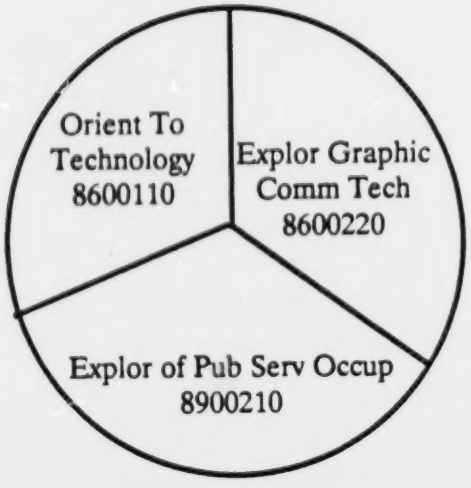
All Basic Funding

MODEL VII

TWELVE WEEK ROTATIONS
FOR A YEAR
TWO WHEELS IN THE SCHEDULE FOR EACH STUDENT



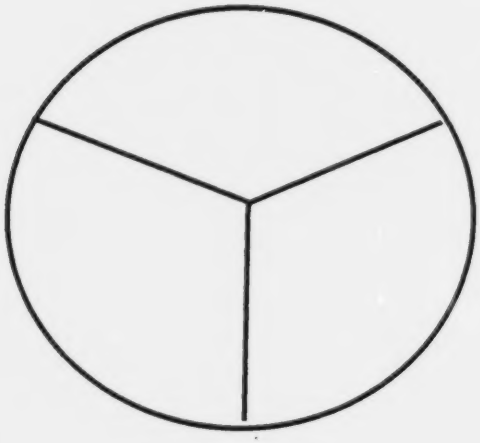
SIXTH GRADE



SIXTH GRADE
VOCATIONAL (309) FUNDING

MODEL VII

TWELVE WEEK ROTATIONS
FOR A YEAR
TWO WHEELS IN THE SCHEDULE FOR EACH STUDENT

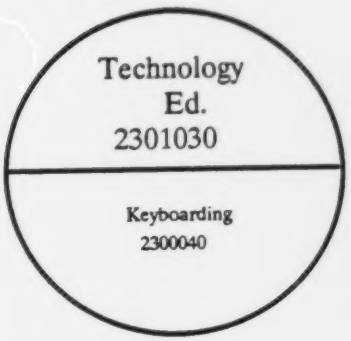


SIXTH GRADE

SIXTH GRADE

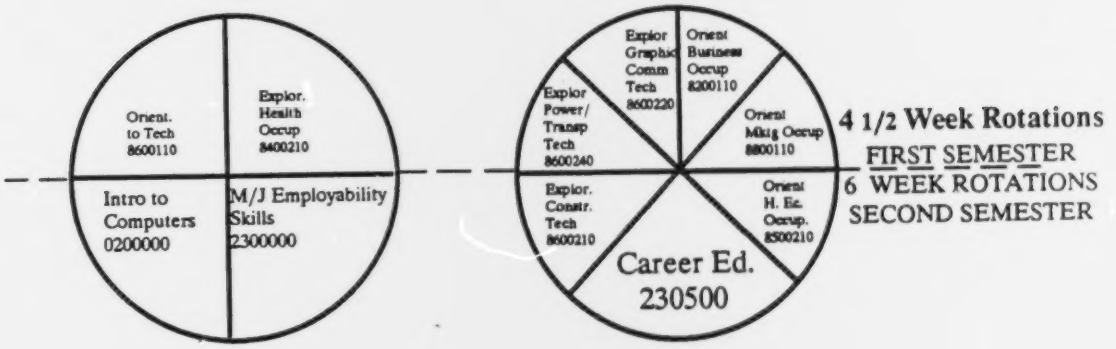
MODEL VIII

18 Week Rotations



Sixth Grade
Basic Funding

9 Week Rotations
BOTH SEMESTERS



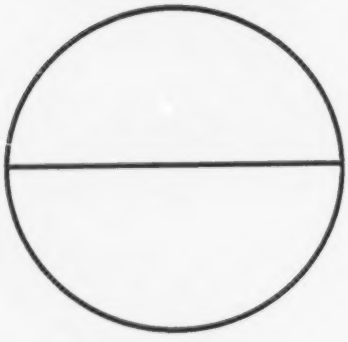
4 1/2 Week Rotations
FIRST SEMESTER
6 WEEK ROTATIONS
SECOND SEMESTER

Seventh Grade **Eighth Grade**

All Vocational (309) Funding first semester for both grades
All basic funding for the second semester of the seventh grade
Prorated vocational (309) funding based on an actual count during FTE count week for the second semester of the eighth grade model above. Use different Wheel course numbers also.

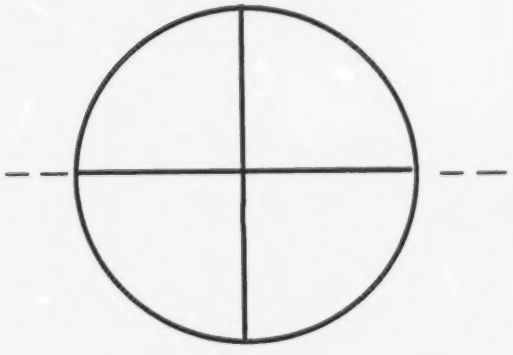
MODEL VIII

18 Week Rotations



Sixth Grade
Basic Funding

9 Week Rotations
BOTH SEMESTERS



4 1/2 Week Rotations
FIRST SEMESTER
6 WEEK ROTATIONS
SECOND SEMESTER

Career Ed.
230500

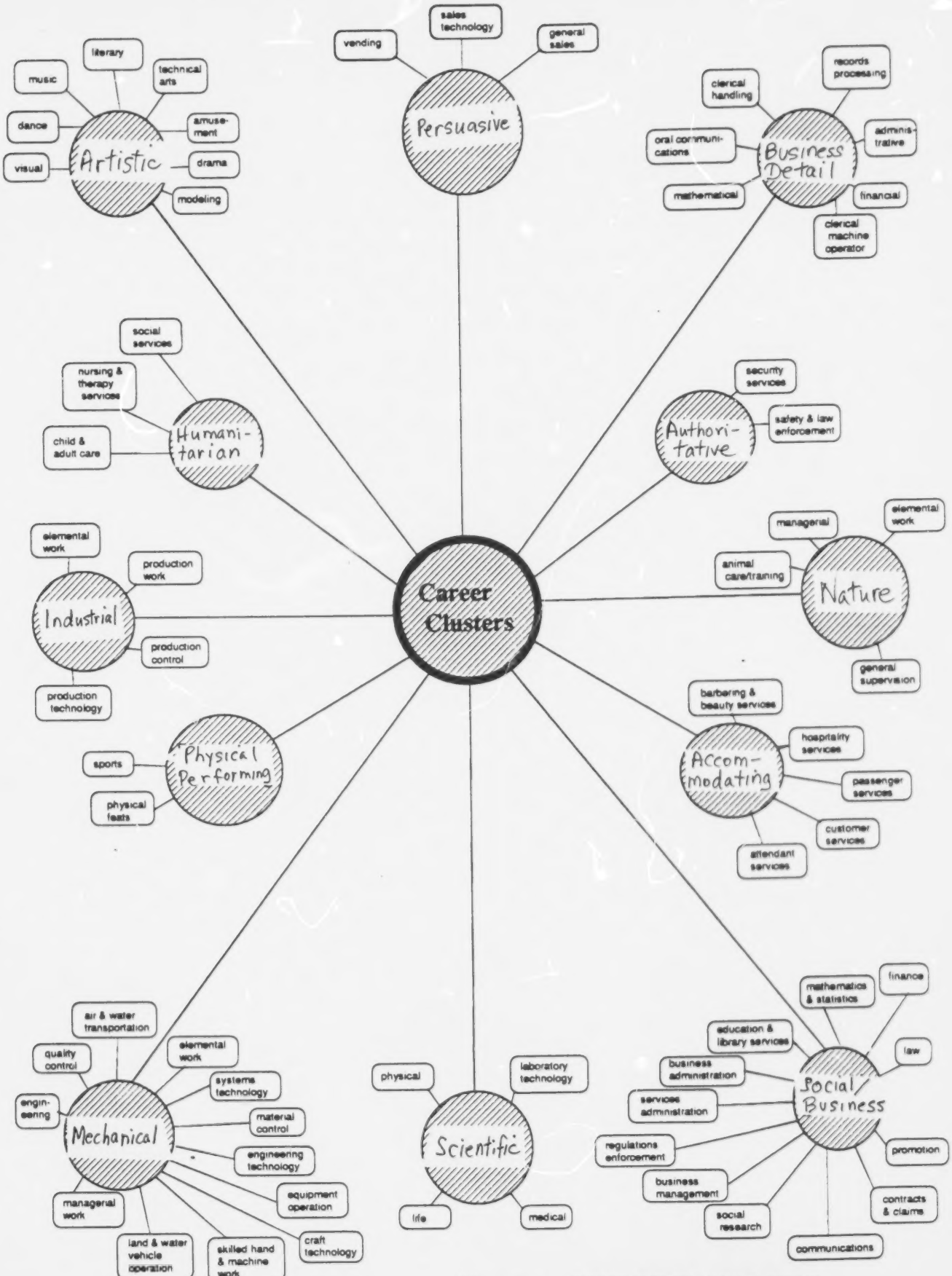
Seventh Grade **Eighth Grade**

All Vocational (309) Funding first semester for both grades
All basic funding for the second semester of the seventh grade
Prorated vocational (309) funding based on an actual count during FTE count week for the second semester of the eighth grade model above. Use different Wheel course numbers also.

Twelve Career Clusters

Artistic	arts	aerial photographer, glazier
	music	teacher, singer
	dance	teacher choreographer
	amusement	announcer
	visual	graphic designer, cartoonist,
	drama	actor, director
	modeling	instructor, model
	literary	writer, editor
Humanitarian	social services	psychologist, clergy, deans
	nursing & therapy services	nurses, therapists
	child & adult care	nursery school attendant, crossing guard
Industrial	production work	press operator, dry cleaner, candy maker
	production technology	loom fixer, molder, taster, glass blower
	elemental work	gluer, miller, weaver, polisher, lever tender
	production control	lab tester, egg candler, grader-poultry
Physical Performing	physical feats	acrobat, juggle, rodeo
	sports	coach, umpire, jockey
Mechanical	quality control	cargo inspector
	engineering	architect, aerodynamist, waste management engineer
	skilled hand & machine work	film developer, blaster, stage technician
	managerial work	flight control manager, mine supervisor
	craft technology	plasterer, carpenter, house builder
	equipment operation	hoist operator, bulldozer operator
	egineering technology	drafter- cartographic,navigator, flight engineer
	material control	meter reader, parts clerk
	systems technology	water treatment plant operator
	elemental work	kitchen helper, cleaner-hospital, garbage collector
	air & water transportation	flying instructor,pilot,tugboat captain
	land and water vehicle operation	truck drivers, deck hands

Business Detail	clerical machine operator	typist, food checker
	clerical handling	deliverer, file clerk, messenger
	records processing	travel clerk, mail carrier
	financial	cashier, bank teller
	oral communication	hotel clerk, dispatchers
	administrative	school secretary, court clerk
	mathmatical	bookkeeper, peyroll clerk
Persuasive	sales technology	sales agent, pawnbroker, peddler, vender
	general sales	wholeseller, retailer, auctioneer
Nature	animal care/ training	horse shoer,dog groomer, horse trainer
	general supervision	supervisor of parks, vineyards
	elemental work	cowpuncher, trapper, logger
	managerial	fish farmer, animal breeder
Accommodating	barbering & beauty service	barber, cosmetologist
	hospitality service	social director, butler flight attendant
	passenger services	bus driver, chauffeur
	customer services	fast food server, sales clerk
	attendant services	baggage checker, ticket taker, bell hop
Social / Business	services administration	principal, curator, superintendent
	mathematics & statistics	actuary, software technician, systems analyst
	business management	hotel manager, store manager
	social research	economist, archivist, urban planner
	contracts & claims	claims adjuster, real estate agent
	finance	trust officer, treasurer
	education & library service	librarian, teacher county agriculture agent
	promotion	foreign service, lobbyist
	law	lawyer, judge, magistrate
	communications	editor, reporter, translator,newscaster
	regulations enforcement	investigator, mine inspector
	business administration	station manager, airport manager
Scientific	laboratory-technology	criminologist,enbalmer, cyrotechnologist
	physical	physicist, astronomer, geologist
	medical	pediatrician, dentist, veterinarian
	life	entomologist,botanist, biochemist
Authoritative	safety & law enforcement	harbor master, policechief, firechief, detective
	security services	jailer, bodyguard,gamekeeper, borderguard



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HOW COURSES IMPACT THE 12 CAREER CLUSTERS

When Used in a Middle School Exploratory Wheel

	ARTISTIC	SCIENTIFIC	NATURE	AUTHORITY	MECHANICAL	INDUSTRIAL	BUSINESS DETAIL	PERSUASIVE	ACCOM-MODATING	HUMANI TARIAN	SOCIAL/ BUSINESS	PHYSICAL PERFORMING
GRAPHIC COMMON	X				X	X	X	X				
CONSTRUCTION TECH.	X	X	X		X	X	X	X				
POWER & TRANSPORT TECH.		X		X	X	X	X	X	X	X		
EXPLOR. TECH	X	X	X	X	X	X	X	X	X	X	X	X
ELEC/ELECTRON	X	X	X	X	X	X	X	X	X	X	X	X
MANUF. TECH	X	X			X	X	X					
BUS. & OFF. OCCUP.				X	X	X	X	X	X	X	X	
CAREER EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X
ORIENTATION TO AMERICAN IND.TECH.		X			X	X	X					
GEN. AGRICULTURE		X	X				X			X	X	
HEALTH OCCUP.			X			X			X	X	X	
HOME EC.OCCUP.	X	X	X		X		X	X	X	X	X	
COMPUTER APPLIC.	X	X	X	X	X	X	X	X	X	X	X	X
EMPLOY. SKILLS	X	X	X	X	X	X	X	X	X	X	X	X
KEYBOARDING	X	X		X	X	X	X	X	X		X	
INTO. COMPUTER		X			X	X					X	
MATERIALS TECH	X	X	X		X	X	X				X	X
TECH.FOR CHILDREN	X	X	X	X	X	X	X			X	X	

VOCATIONAL EDUCATION COURSES WHICH MAY BE USED IN THE MIDDLE SCHOOL VOCATIONAL EXPLORATORY WHEEL *

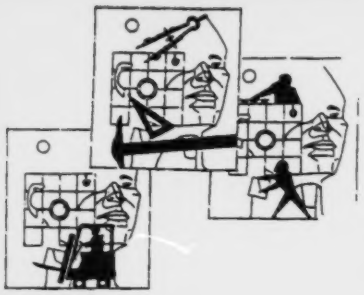
CODE	GRADE	NUMBER	TITLE OF COURSE**	AREA	FEFP COST FACTOR
				AGRIBUS ED	
289	7-9	8100210	EXPLOR AGRI		1.284
289	7-9	8100110	ORIENT AGRI		1.284
78	6-8	2303000	M/J GEN AGRI		1.000
				BUS ED.	
289	7-9	8200210	EXPLOR BUS OCCUP		1.284
289	7-9	8200110	ORIENT BUS OCCUP		1.284
78	6-8	2300010	M/J GEN BUS(EXPLOR)		1.000
78	6-8	2300040	M/J KEYBOARDING		1.000
84	6-8	2300020	M/J SHORTHAND		1.000
	7-9	9100210	(EXPLOR) VOC. OCCUP DIV OCC		1.284
				HEALTH & PUB SVC OCCUP	
79	7-9	8400210	EXPLOR HEALTH OCCUP		1.284
290	7-9	8400110	ORIENT HEALTH & PUB SVC OCCUP		1.284
79	6-8	2304000	M/J HEALTH OCCUP		1.000
				HOME ECON ED	
290	7-9	8500220	EXPLOR OCCUP OF HOME MAKING		1.284
290	7-9	8500210	EXPLOR H.E. OCCUP		1.284
	7-9	8500230	PERSONAL DEVELOPMENT		1.284
290	7-9	8500110	ORIENT H.E. OCCUP		1.284
79	6-8	2302000	M/J HOME ECONOMICS		1.000
				IND ARTS/TECH ED	
290	7-9	8600210	EXPLOR CONSTR TECH		1.284
80	6-8	2301080	M/J CONSTR TECH		1.000
290	7-9	8600250	EXPLOR ELEC/ELECT TECH		1.284

79	6-8	2300010	M/J ELECT/ELECT TECH	1.000
290	7-9	8600220	EXPLOR GRAPHIC COMM TECH	1.284
79	6-8	2301020	M/J GRAPHIC COMM TECH	1.000
290	7-9	8600230	EXPLOR MFG TECH	1.284
80	6-8	2301040	M/J MFG TECH	1.000
80	6-8	231050	M/J MATERIALS TECH	1.000
290	7-9	8600240	EXPLOR POWER/TRANS TECH	1.284
80	6-8	2301060	M/J POWER/TRANS TECH	1.000
291	7-9	8600260	EXPLOR TECH	1.284
80	6-8	2301030	M/J EXPLOR TECH	1.000
79	6-8	2301030	M/J TECH FOR CHILDREN	1.000
291	7-9	8600110	ORIENT TO TECH	1.284
79	6-8	2301000	M/J ORIENT TO TECH	1.000
			MARKETING & DISTRIB ED	
291	7-9	8800210	EXPLOR MKTG OCCUP	1.284
291	7-9	8800110	ORIENT MKTG. OCCUP	1.284
			PUBLIC SVC OCCUP ED	
291	7-9	8900210	EXPLOR OF PUB SOC OCCUP	1.284
			OTHER	
80	6-8	2305000	M/J CAREER ED	1.000

* Any vocational course may be used in the appropriate grade.

** Please note that these are not the official abbreviations since some exceeds 20 characters. Consistent abbreviations were used to improve communication. Refer to the course code directory for the appropriate spelling when preparing master schedules.

MIDDLE GRADES SCIENCE



SCIENCE
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Careers in Science in a Word... or Two

MATERIALS - INFORMATION NEEDED:

Career Reference guides from library or
A Career Resource Center
Careers (list) A to Z provided

ACTIVITY:

a. Present the tasks related to science that are performed by the careers A to Z.

b. Have students read descriptions of tasks.

c. Then, write in their own words, descriptions for each career on the handout provided.

d. Have each student select five careers to research. Compare their descriptions to those found in the Dictionary of Occupational Titles, Occu - Facts or The Worker Trait Group Guide.

CAREER PREPARATION GOALS & OBJECTIVES:

6:VI	Identifies career opportunities in the fields of technology

SCIENCE OBJECTIVES:

SPS:EX,J-1483	Use scientific knowledge, conventions and skills in exploring career options.
SPS:EX,K-1488	Cite examples of occupations that are primarily concerned with the study or control of specific environments.

FROM A COMMITTEE OF TEACHER
IN BROWARD COUNTY, FLORIDA AND
ADAPTED FROM BARNSTABLE, MA MATERIALS

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

SIXTH GRADE - SCIENCE

SCIENCE CAREERS A - Z

Describe the jobs listed below:

Agricultural Engineer	Nuclear Engineer
Biologist	Optometrist
Chemist	Photographer
Dietician	Quality Control Inspector
Electrician	Restauranteur
Forest Ranger	Seismologist
Geologist	Tool and Die Maker
Homemaker	Urban Planner
Illuminating Engineer	Veterinarian
Jeweler	Water Treatment Operator
Kinesthologist	X-ray Technologist
Landscaper	Yachtsman
Microbiologist	Zoologist

DIRECTIONS:

List five occupations that use science skills. Then write the tasks, or job activities, that the person in this job performs that requires the use of science skills. A sample entry is listed below.

OCCUPATION	TASKS
Geologist	Studies fossils and the earth's crust.

SIXTH GRADE - SCIENCE

TEACHER GUIDE
SCIENCE CAREERS A - Z

Agricultural Engineer
- Designs machinery and tools for farmers
- Finds best use for soil
- Improves product preparation and shipping

Biologist
- Studies living pants and animals
- Works with equipment in laboratories or may work out doors
- Works to cure disease and improve health

Chemist
- Understands the properties of elements
- Analyzes materials for their composition
- Creates new compounds for industrial and medical use

Dietician
- Studies nutrition and digestion
- Designs specialized diets
- Works in hospitals, diets centers, nursing homes

Electrician
- Wires new buildings for electricity
- Repairs electrical appliances

Forest Ranger
- Studies forestry and environmental science and animals
- Works primarily outside in parks and recreation centers
- Directs and implements programs to care for environment

Geologist
- Studies the earth's crust
- helps locate oil and minerals
- Studies fossils and earth's history

Homemaker
- Understands proper nutrition in feeding family
- Uses various chemicals in cleaning and cooking
- Recognizes symptoms of many illnesses

Illuminating Engineer
- Designs lighting systems and equipment
- Computes correct type and amount of light for jobs
- Studies many kinds of light for special uses in society

Jeweler
- Uses geological knowledge with gems
- Uses metallurgy in making rings, bracelets

Kinesthologist
- Has to understand rules of motion
- Must have knowledge of the human body

Landscaper
- Knows chemical properties of soil
- Works to improve plants through hybridizing
- Know proper use of fertilizer and pesticides

Microbiologist
- Studies bacteria and other microscopic life
- Studies disease-causing bacteria
- Works in laboratories with chemicals and equipment

Nuclear Engineer
- Designs, builds, and operate devices that allow controlled nuclear reactions
- Builds and operates nuclear power plants

Optometrist
- Test people's eyes
- Prescribes corrective lenses
- Understands the intricate aspects of the human eye

Photographer
- Understands properties of light for proper exposure
- Uses many chemical to develop pictures
- Uses many kinds of film, lenses, and filters to get desired effect

Quality Control Inspector
- Test products to see that they are made properly
- Studies chemical reactions to test for purity
- Uses microscopes or other equipment

Restauranteur
- Understand food science and nutrition
- Uses chemical to keep facilities hygienic

Seismologist
- Uses and reads instruments to measure earth movement
- Predicts earthquake

Tool and Die Maker
- Understand properties of metals and alloys
- Works to perfect designs of machines and tools

Urban Planner
- Understands how cities grow.
- Uses knowledge to planning all aspects of a city: housing, transportation, industry, recreation, sanitation

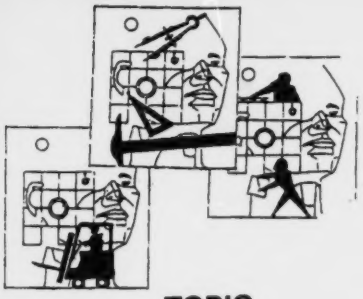
Veterinarian
- Cares for health and sick animals
- Dispenses many medications

Water Treatment Operator
- Works with chemicals and machines to purify water
- Tests water quality

X-ray Technologist
- Operates x-ray machines
- Uses chemical to make x-ray pictures clearer
- Works with radioactive materials (on occasion)

Yachtsman
- Understands all aspects of weather

Zoologist
- Studies how animals live and grow
- Researches changes in animal behavior and habitats



SCIENCE
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC

Looking Into The Future: Just a Lifetime Left

MATERIALS - INFORMATION NEEDED:

Work sheet (provided)

ACTIVITY:

a. For homework, have students interview their parent(s) to list the scientific technology that has be developed in their lifetime and how each has changed or affected their life.

b. Share these inventions with the whole class and discuss new and emerging technology that you or your students know about and speculate on their impact.

Have students individually complete the work sheet, followed by sharing/class discussion of what has been learned from this exercise. List the cognitions as they are offered.

FOLLOW-UP:

Students may create a Technology Time line for this century with the display posted around the classroom. Incentive points may be awarded for additions students find about emerging technology. Discuss the relationship between these developments and the math and science concepts involved in their development.

CAREER PREPARATION GOALS & OBJECTIVES:

6,VI-2 Demonstrate an awareness of the future possibilities of career options as technology changes.

SCIENCE OBJECTIVES:

SPS-EX-SCIK 1492 Give examples where technologists have positive and negative influences on societal decisions.

SPS-EX-SCIK 1498 Recognize the relationships between specific rapid changes in technology and their impact upon society.

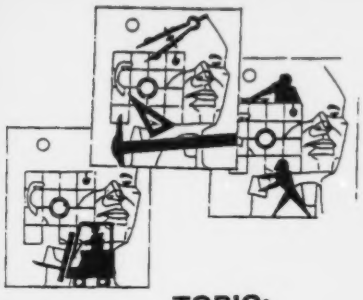
FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

IT IS YOUR FUTURE

AGE	WHERE YOU LIVE	JOBS OR MAJOR ACTIVITIES	PEOPLE CLOSET TO YOU
PRESENT			
20			
30			
40			
60			

YOU HAVE JUST SPECULATED ABOUT YOUR FUTURE. EXPLORE A LITTLE MORE. SHARE YOUR IDEAS WITH YOUR CLASSMATES. YOU MAY LEARN SOMETHING NEW.



SCIENCE
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Physical Science Futures and Careers

MATERIALS - INFORMATION NEEDED:

Work sheet (provided)

ACTIVITY:

These activities are intended to stimulate an awareness of the fragile environment on our planet Earth, the impact of man's activities on our planet and the careers involved in both the destructive as well as the reconstructive earth/space science activities.

a. Have students work in groups to describe the natural features of a new, inhabited planet they've just discovered. Describe also the inhabitants and other life forms. Identify careers of the inhabitants and describe their life styles. Write, illustrate and orally report their ideas to the whole class.

b. Have students brainstorm answers to questions on the work sheet about what the world will be like in 2090 to a 25 year old who will always be that age.

c. Have small groups compete to list the most occupations involved with earth/space science. The text may be used.

Follow-Up Activities:

Create scale models of the planet
Draw scale models of the planet's natural features
Illustrate inhabitants involved in their careers.

CAREER PREPARATION GOALS & OBJECTIVES:

6:IV	Demonstrate technical literacy
6:IV, 4	Adjust to change; proactively participating in controlling their future and dealing with the forces driving change.

SCIENCE OBJECTIVES:

MSPS:G	The student will know basic earth/space science concepts and facts.
MSPS:K	The student will describe the interactions between science, technology and society.

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

SIXTH GRADE - SCIENCE

SCIENCE ACTIVITIES

ACTIVITY:

A. Create a Planet

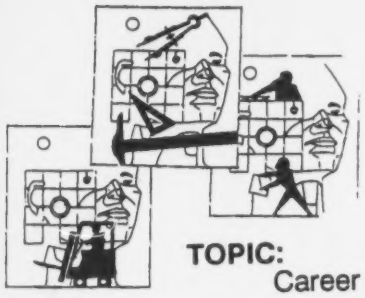
Imagine that you have discovered a new planet which is inhabited. Describe the planet, its inhabitants, and their life style. Be sure to include natural features of the planet and how they effect the inhabitants. What kinds of careers might the inhabitants have?

B. Future World

It is the year 2090; the place--Earth. You are 25 years old forever. What is your job? Who are the people you work with? How has Earth changed? What other careers exist that were not around 100 years ago?

C. Group Career Contest

Small groups use text and compete to see who can list the most careers involved with Earth/Space Science.



SCIENCE
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:
Career Concentration

MATERIALS - INFORMATION NEEDED:

Career Sheet (provided)

ACTIVITY:

Student will make up a concentration game using the cluster, the jobs and their required education from the Career Sheet. Create cards used in the game. An equal number of occupations from each cluster list may be selected to provide a deck of 16 to 130(+) cards.

Instructions for the Career Concentration Game might be:

a. Shuffle the cards

b. Distribute cards into eight stacks, face down. Distribute the balance of the rest of the cards to the players.

c. Players may play in groups of 2 to 4. Use any of the usual methods to start play.

d. Players turn up a card, then take the card into their hand if it matches a card already in their hand. If no match, return it to the stack. Matches from the board may then be made and captured by the student who remembers where the matching cards have been placed. A turn is lost when no match can be made.

e. The winner may be declared based on selected criteria, such as 1) the most cards captured 2) the most clusters captured (you may require a predetermined number of jobs per cluster before laying down a cluster to count).

CAREER PREPARATION GOALS & OBJECTIVES:

6-II,7 Contribute to group activities by demonstrating Competencies in interrelating with group members.
6-VII,2 Identify skills and knowledge taught in school subjects that are needed in various occupations.

SCIENCE OBJECTIVES:

SPS-EX,A-1032 Develop classification systems.

EXAMPLES OF CARDS:

Social Business Lawyer College	Artistic Photographer Post H. S.	Scientific Geneticist College

State of Florida
Department of Education
Tallahassee, Florida
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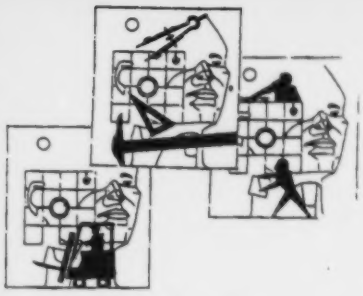
Twelve Career Clusters

Artistic	arts	aerial photographer, glazier
	music	teacher, singer
	dance	teacher choreographer
	amuse-ment	announcer
	visual	graphic designer, cartoonist,
	drama	actor, director
	modeling	instructor, model
	literary	writer, editor
Humanitar-ian	social services	psychologist, clergy, deans
	nursing & therapy services	nurses, therapists
	child & adult care	nursery school attendant, crossing guard
Industrial	production work	press operator, dry cleaner, candy maker
	production technology	loom fixer, molder, taster, glass blower
	elemental work	gluer, miller, weaver, polisher, lever tender
	production control	lab tester, egg candler, grader-poultry
Physical Performing	physical feats	acrobat, juggle, rodeo
	sports	coach, umpire, jockey
Mechanical	quality control	cargo inspector
	engineer-ing	architect, aerodynamist, waste management engineer
	skilled hand & machine work	film developer, blaster, stage technician
	managerial work	flight control manager, mine supervisor
	craft technology	plasterer, carpenter, house builder
	equipment operation	hoist operator, bulldozer operator
	egineering technology	drafter- cartographic,navigator, flight engineer
	material control	meter reader, parts clerk
	systems technology	water treatment plant operator
	elemental work	kitchen helper, cleaner-hospital, garbage collector
	air & water transporta-tion	flying instructor,pilot,tugboat captain
	land and water vehicle operation	truck drivers, deck hands
Business Detail	clerical machine operator	typist, food checker
	clerical handling	deliverer, file clerk, messenger
	records processing	travel clerk, mail carrier
	financial	cashier, bank teller
	oral commu-nication	hotel clerk, dispatchers
	administrative	school secretary, court clerk
	mathmatical	bookkeeper, payroll clerk
Persuasive	sales technology	sales agent, pawnbroker, peddler, vender
	general sales	wholeseller, retailer, auctioneer
Nature	animal care/ training	horse shoer,dog groomer, horse trainer
	general supervision	supervisor of parks, vineyards
	elemental work	cowpuncher, trapper, logger
	managerial	fish farmer, animal breeder
Accommo-dating	barbering & beauty service	barber, cosmetologist
	hospitality service	social director, butler flight attendant
	passenger services	bus driver, chauffeur
	customer services	fast food server, sales clerk
	attendant services	baggage checker, ticket taker, bell hop
Social / Business	services ad-ministration	principal, curator, superintendent
	mathematics & statistics	actuary, software technician, systems analyst
	business management	hotel manager, store manager
	social research	economist, archivist, urban planner
	contracts & claims	claims adjuster, real estate agent
	finance	trust officer, treasurer
	education & library service	librarian, teacher county agriculture agent
	promotion	foreign service, lobbyist
	law	lawyer, judge, magistrate
	communica-tions	editor, reporter, translator,newscaster
	regulations enforcement	investigator, mine inspector
	business ad-ministration	station manager, airport manager
Scientific	laboratory-technology	criminologist,enbalmer, cyrotechnologist
	physical	physicist, astronomer, geologist
	medical	pediatrician, dentist, veterinarian
	life	entomologist,botanist, biochemist
Authorita-tive	safety & law enforcement	harbor master, policechief, firechief, detective
	security services	jailer, bodyguard,gatetender, borderguard



SCIENCE
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career Crossword Puzzle: Life Science Terms and Related Careers

MATERIALS - INFORMATION NEEDED:

Puzzle (provided)

ACTIVITY:

a. Allow students to complete the crossword puzzle with a partner. As a clue, you may want to be sure any related occupations are among occupations on a science related careers list posted somewhere in your room.

b. Discuss with students any life science related careers that use basic life science concepts and facts. Examples are biologist, farmers, mushroom farmers, foresters, wildlife management officers, etc.

CAREER PREPARATION GOALS & OBJECTIVES:

6:VII, 2	Identify skills and knowledge taught in school that are needed in various occupational clusters.
6:II	Practices skills for interacting with others.

SCIENCE OBJECTIVES:

SCI-MSPS:A, 295	Describe career opportunities resulting from science, mathematics and technology.
SCI-MSPS:C-57, 59, 63, 66, 68, 78	

ADAPTED FROM AN IDEA
FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
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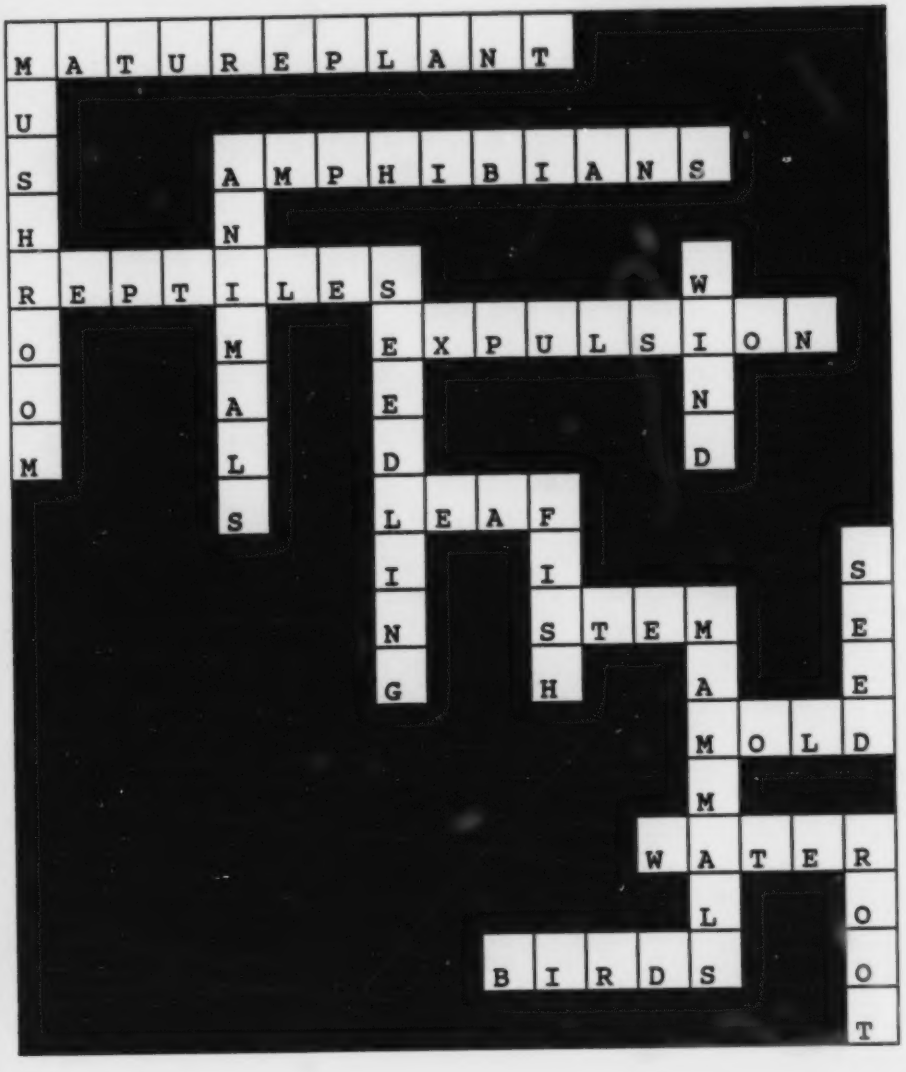
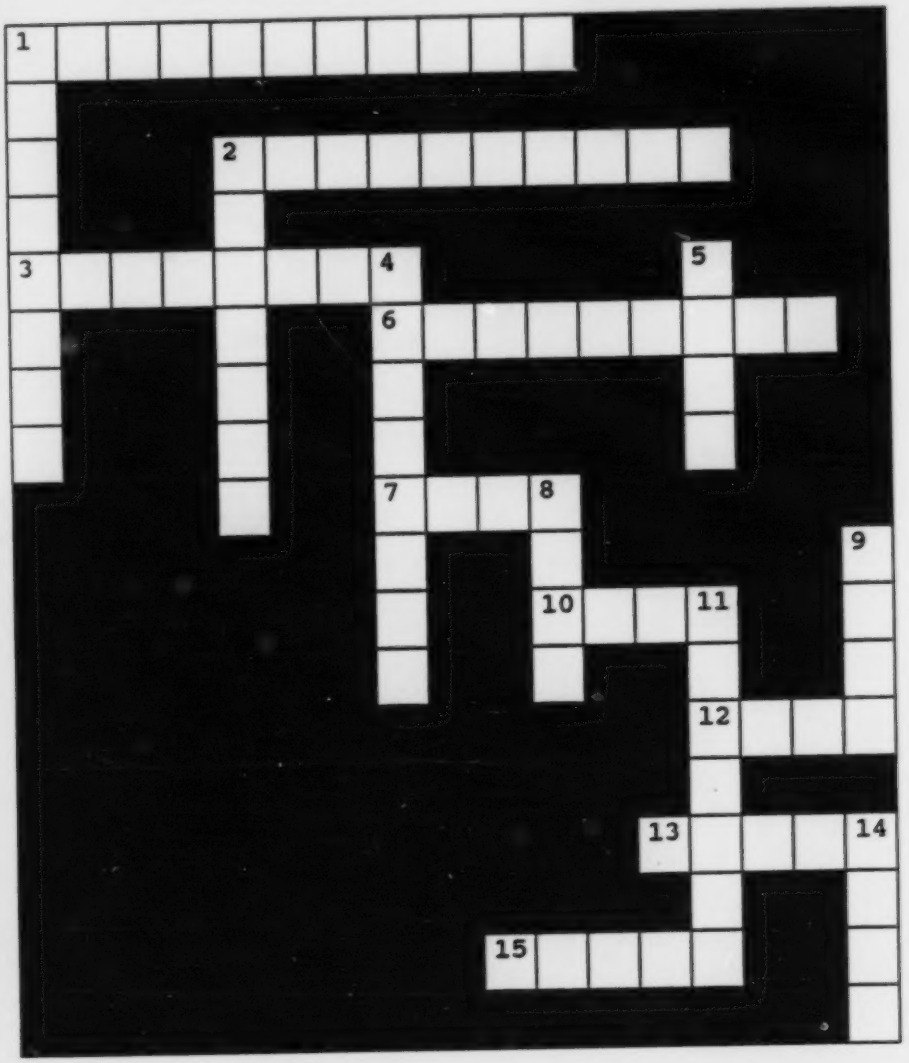
BASIC LIFE SCIENCE:CONCEPTS/FACTS



BASIC LIFE SCIENCE:CONCEPTS/FACTS

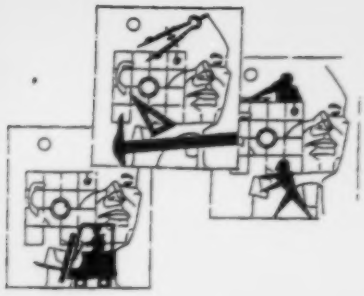


ACROSS

1. Stage of plant growth.
2. A classification of (group) animals.
3. A classification of (group) animals.
6. How seeds are distributed.
7. Part of a plant.
10. Part of a plant.
12. Common fungi
13. How seeds are distributed.
15. A classification of (group) animals.

DOWN

1. Common fungi
2. How seeds are distributed.
4. Stage of plant growth.
5. How seeds are distributed.
8. A classification of (group) animals.
9. Stage of growth
11. A classification of (group) animals.
14. Part of a plant.



SOCIAL STUDIES
TECHNOLOGY EDUCATION
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Technology: Applied Human Knowledge to Solve Human Problems and Extended Human Capabilities

MATERIALS - INFORMATION NEEDED:

Construction paper, poster board, rubber cement, scissors, rulers, tape, stencils, crayons, markers, string, hole punch, tracing paper, pens, pencils, magazines, opaque projector

ACTIVITY:

These activities enable students to identify how their lives have been enriched by technology and how our culture and society have been changed. Students will use critical thinking skills to predict changes and to analyze and reconstruct the evolution of innovations in the past.

a. Each student selects a particular invention or innovation then uses library facilities to research it. The student creates an evolution board that will trace an invention every ten years for presentation to the class. The evolution board should project into the future. Use the problem solving model to trace the origin of selected innovations. A string (clothesline) display is an alternative to the evolution board.

b. Lead a class discussion on the origin and analysis of selected inventions. Reflect on what the invention(s) will look like in the next century.

c Have individuals and/or groups create a dream invention and present it to the class. Encourage visual displays of the designs and a model of presentation.

CAREER PREPARATION GOALS & OBJECTIVES:

6:IV, 2	Understand what technology historically has and has not been; what it can and cannot be.
6:IV, 4	Understand that technology can be managed, adopted, and changed to serve human needs at work, at home, and in recreation.

SOCIAL STUDIES OBJECTIVES:

SPS:Ex-H,1163	Identify and discuss the effectiveness of local, state, or federal laws designed to protect people and the environment.

IDEAS CONTRIBUTED BY: BERNARDSVILLE SCHOOL SYSTEM DEPARTMENT OF DESIGN & TECHNOLOGY BERNARDSVILLE, N.J.

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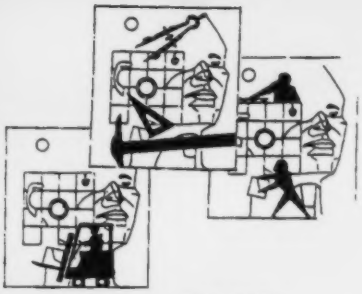

SCIENCE/TECHNOLOGY EDUCATION
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Bernoullis' Principle: Careers Depend on It.

MATERIALS - INFORMATION NEEDED:

Model for problem resolution (ping pong ball in tissue roll glued to a paper base).
1" wing and pencil, 8 1/2 x 11" sheet of paper, tape, stop watch, stapler.

ACTIVITY:

a. Divide students into groups of 3 or 4. Assign this problem to each group to resolve: Given a cup of corn flakes, a box of tissues, a wire coat hanger, a hammer, an adjustable wrench, and a can of coke, find three ways to remove a ping pong ball from a pipe affixed in concrete. Application of Bernoullis' Principle provides the easiest, but not the only solution.

b. Explain Bernoullis Principle and apply to the principles of flight and aerodynamic design.

c. Have students design their own paper airplane and test it for flight time. Have students evaluate their design and list ways to improve the performance.

d. Conduct a discussion on the advantages and disadvantages of the development of the aircraft. How has this affected other occupations and what new occupations have been developed? Suppose the local planning board decided to put an airport next to the school. Would you approve ? Why?

CAREER PREPARATION GOALS & OBJECTIVES:

6:IV, 1 Participate in manipulative activities with tools, materials and processes to solve practical problems.

SCIENCE/TECHNOLOGY OBJECTIVES:

SPS:EX-A, 1073 Design, conduct and report an experiment involving all the science processes where appropriate.

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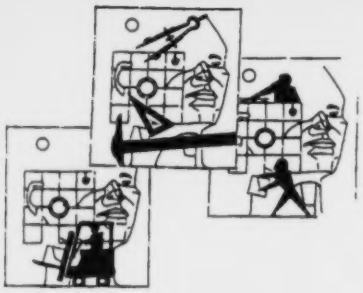

SCIENCE
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Opportunity Knocks...In the Newspaper!

MATERIALS - INFORMATION NEEDED:

Work sheet (provided)
Newspaper classified
G.O.E. Clusters (provided)

ACTIVITY:

Students may work together in groups or individually to complete the work sheet. Discuss the obvious reasons why the titles of clusters as well as the number of career cluster varies. Share the G.O.E. Cluster (12) that will be used most in the secondary grades.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:V, 1	Identify various ways occupations can be classified.

SCIENCE OBJECTIVES:

SPS:EX,B-1080	Collect groups, analyze, regroup and synthesize information relative to a problem.

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

State of Florida
Department of Education
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OPPORTUNITY KNOCKS...IN THE NEWSPAPER!

JOB CLUSTERS:

Jobs can be divided into many different categories. See if you can find a job advertised in the newspaper for each of these categories listed below. Write the name of the job next to each category.

Agriculture and Nature _____

Business and Office Work _____

Communications and Media _____

Construction _____

Consumer and Homemaking _____

Fine Arts (acting, singing, etc.) _____

Health _____

Recreation and Hospitality _____

Manufacturing _____

Marine Science _____

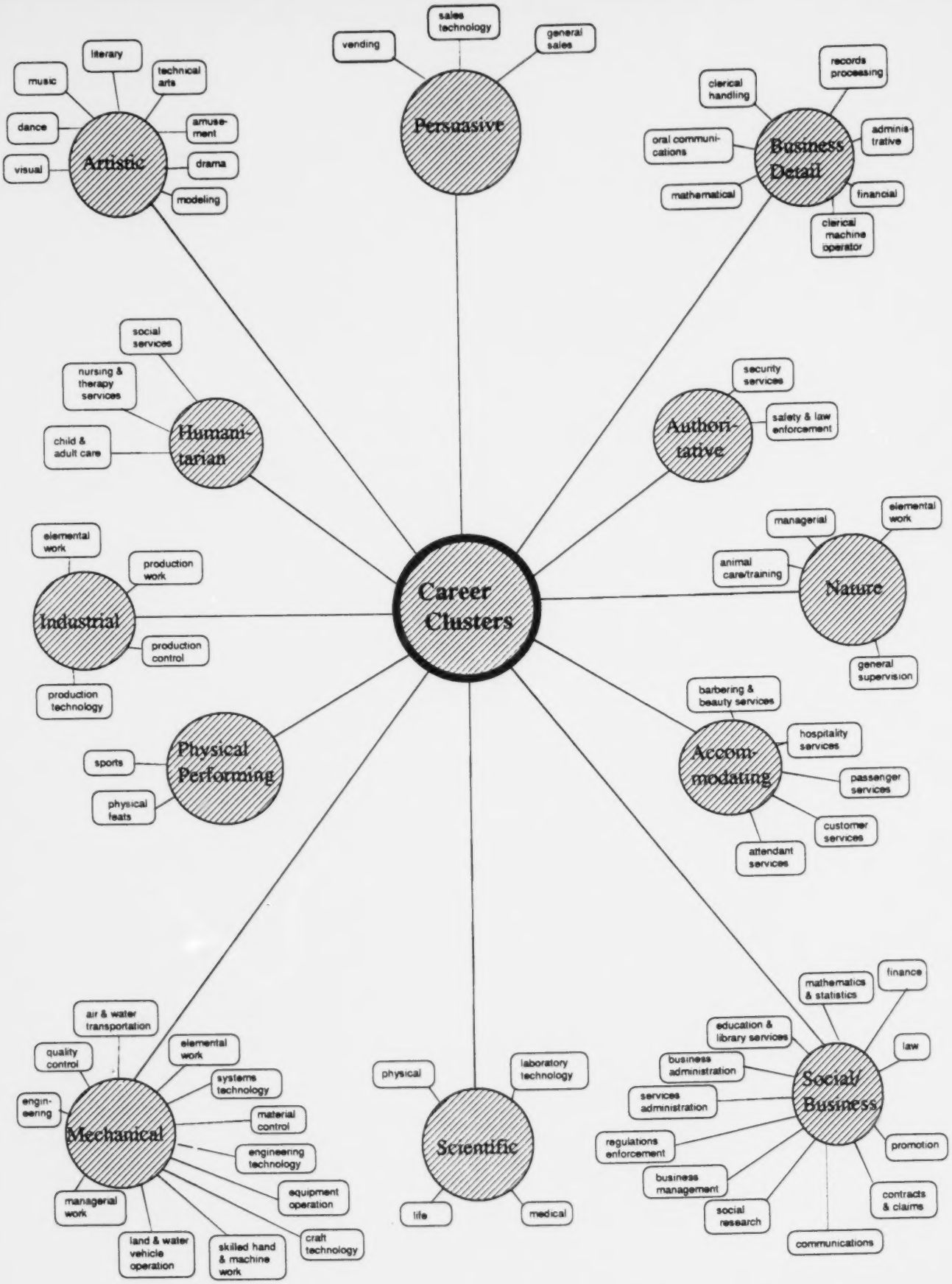
Marketing and Sales _____

Personal Services (hairstyling, dry cleaning, etc.) _____

Public and Government Services _____

Transportation _____

For which categories if any, were you unable to find jobs? Why do you think this is?



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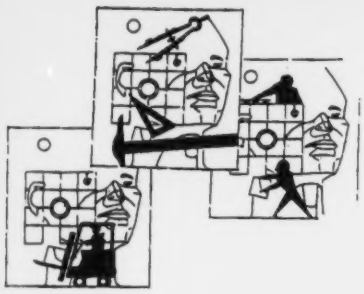

SCIENCE
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Scientific Research at Work: Brainstorming Career Connections

MATERIALS - INFORMATION NEEDED:

Work sheet (provided)

ACTIVITY:

a. Review the scientific method and relate the method to research methods in science.

b. Conduct a discussion with the whole class regarding specific areas in science in which people have to utilize the research method.

c. Review brainstorming rules first.

d. Break the class into 3 smaller groups. Have students in each group focus on a different one of these areas. Brain storm careers and opportunities in which the research method would be necessary and vital to progress. Students may share their list in oral presentations, by posting results, or both.

BRAINSTORMING RULES:

Everyone can participate
Just one person speaks at a time
No interruptions
No critical comments about the ideas from others - just accept ideas without judgement.
Record all ideas until the session ends (time) or no more ideas are contributed (group decision) or you have a set number of ideas (predetermined listing).

CAREER PREPARATION GOALS & OBJECTIVES:

7-8, VII	Describe the importance of academic and vocational knowledge and skill in the world of work.

SCIENCE OBJECTIVES:

MSPS:K-295	Describe career opportunity resulting from science, mathematics and technology.

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IN BROWARD COUNTY, FLORIDA

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Tallahassee, Florida
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SCIENTIFIC RESEARCH AT WORK

A. Can you think of any specific area in science in which people would have to utilize the research method? Possible answers could include research in:

MEDICINE:	Cancer arthritis heart disease
CHEMISTRY:	Conduct experiments in laboratory setting
SPACE:	Collect experiments in a laboratory setting
BOTANY:	Testing fertilizers and pesticides, development of more productive strains of plants.
MEDICAL TECHNICIANS:	Involved in operating medical equipment during experiments.
ANIMAL BEHAVIORS:	Testing effect of drugs on animals
VIRUSES & BACTERIA:	Laboratory testing

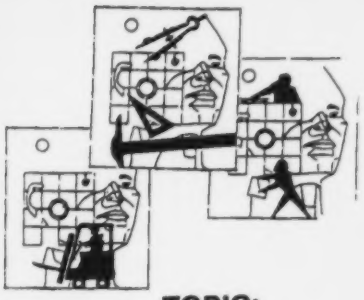
B. Ask the students to focus on one of these areas. Brainstorm careers and opportunities in science in which the research method would be necessary and vital to progress. (Example: Botany)

Farming - farmers must have knowledge about different varieties of crops.

Farmers generally rotate their crops to avoid depleting the same minerals from the soil year after year.

Farmers must experiment with different crops to see which ones will grow best on the available land.

Farmers must read available information and research on plants being grown in order to keep up with the latest developments in agriculture.



SCIENCE
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Science is Career Preparation

MATERIALS - INFORMATION NEEDED:

Career Cluster Job Lists (provided)
Cluster List (provided)

ACTIVITY:

Students may work in small groups to brainstorm examples of science skills used in occupations found in the twelve clusters listed on the work sheet provided.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:III	Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

SCIENCE OBJECTIVES:

CFW:2002010-6	Recognize the importance of basic scientific facts and information in making career and consumer choices.

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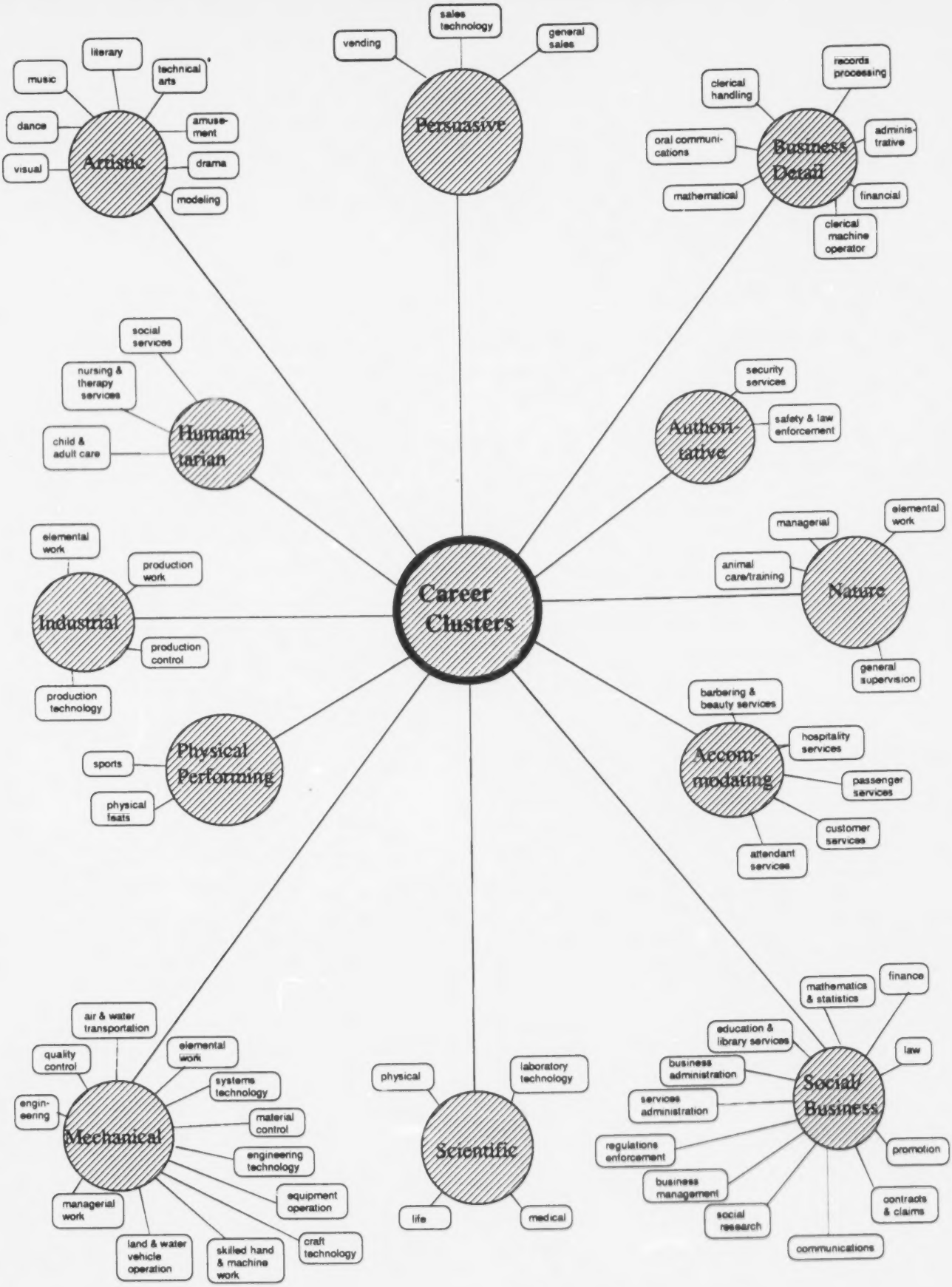
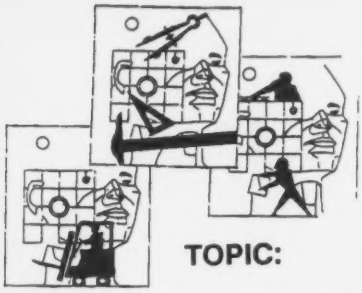
SEVENTH - GRADE - SCIENCE

LOOK AT THE LIST OF JOBS UNDER EACH OF THE CAREER CLUSTERS. HOW IS SCIENCE USED IN THE TWELVE CAREER CLUSTERS?

SPECIFIC EXAMPLE WHERE SCIENCE IS NEEDED?

1. Artistic
   a. _____
   b. _____
2. Humanitarian
   a. _____
   b. _____
3. Industrial
   a. _____
   b. _____
4. Physical Performing
   a. _____
   b. _____
5. Mechanical
   a. _____
   b. _____
6. Business Detail
   a. _____
   b. _____
7. Persuasive
   a. _____
   b. _____
8. Nature
   a. _____
   b. _____
9. Accommodating
   a. _____
   b. _____
10. Social Business
    a. _____
    b. _____
11. Scientific
    a. _____
    b. _____
12. Authoritative
    a. _____
    b. _____


Career Clusters
Artistic
literary
music
technical arts
dance
amusement
visual
drama
modeling
Persuasive
sales technology
vending
general sales
Business Detail
records processing
clerical handling
administrative
oral communications
financial
mathematical
clerical machine operator
Humanitarian
social services
nursing & therapy services
child & adult care
Authoritative
security services
safety & law enforcement
Industrial
elemental work
production work
production control
production technology
Nature
managerial
elemental work
animal care/training
general supervision
Physical Performing
sports
physical feats
Accommodating
barbering & beauty services
hospitality services
passenger services
customer services
attendant services
Mechanical
air & water transportation
quality control
elemental work
engineering
systems technology
material control
engineering technology
equipment operation
managerial work
craft technology
land & water vehicle operation
skilled hand & machine work
Scientific
physical
laboratory technology
life
medical
Social/ Business
mathematics & statistics
finance
education & library services
law
business administration
services administration
regulations enforcement
promotion
business management
contracts & claims
social research
communications



SCIENCE/TECHNOLOGY EDUCATION
GRADE - SEVEN
INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Hurrier I Go, The Behinder I Get: Transportation Technology

MATERIALS - INFORMATION NEEDED:

Balsa wood, fir lumber, assorted hand tools, glue, brads, stain or paint, brushes, wooden wheels, drill, bits, CO2 cartridges, Xacto knives, 1/8 inch diameter axles, sandpaper, stain and screw eyes.

Newspaper articles about transportation.

ACTIVITY:

These activities require the use of critical thinking, problem solving, cooperative learning and team work. Documentation of each step in the process is essential. Students use different materials and identify their properties. The environmental impacts and consequences of technology on the individual and society is discussed. This leads to a willingness to try new ideas; thorough documentation and analysis; and an attitude of being a life long learner.

a. Have students work in groups to design a car that will travel the fastest from point A to point B using the Design/Problem Solving Model. Allow students to discover answers for themselves.

b. When the design is complete, have students construct the vehicle with the materials listed. The instructor may set forth specifications.

c. Students may be allowed one test run.

d. Conduct a final race. Follow-up with evaluation by students to identify and list improvements to their car.

e. Conduct a class discussion about transportation (needs, problems, careers, future technology, regulations etc.). Read excerpts from the newspaper to stimulate discussion.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:II, ALL	Practices skills for interacting with others.
7-8:VI, 3	Describe how economic and societal needs and the work performed by the members of society are related.
7-8:VI, 5	Describe the effects that societal changes, economic changes and technology advancement have on occupations.

SCIENCE OBJECTIVES

SPS:EX-E, 1261	Identify the results of interaction of forces on objects.

IDEAS CONTRIBUTED BY: BERNARDSVILLE SCHOOL SYSTEM DEPARTMENT OF DESIGN & TECHNOLOGY BERNARDSVILLE, N.J.

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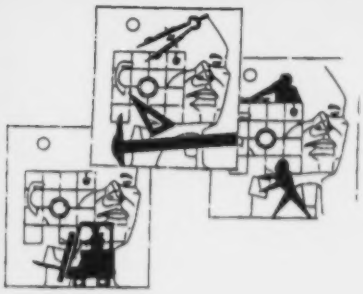

SCIENCE
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Computers: Who Needs Them?

MATERIALS - INFORMATION NEEDED:

Cluster/Job Lists (provided)
Work sheet (provided)

ACTIVITY:

This activity will help students understand the relationship between computers and the world of work.

a. Discuss the usage of computers in the work world and how they benefit society. Help students understand how computers invade every phase of our lives and that this is both good and bad.

b. Have students work in pairs to identify at least two uses of computers in each career cluster. Distribute work sheets.

c. Have students work in pairs to complete the "wordles" activity sheet. A "wordles" is a word spelled in any direction with descriptive words on phrases beginning with each letter of the original word. The song "Mother" beginning M is for the Many... is a familiar example.

d. Share the results with the whole class. One student from each group can orally report on activity (b) and the other can report activity (c).

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:XI, 4	Identify common occupation with selected clusters
7-8:X, 7	Become aware of and observe skills needed in a variety of occupations,..

SCIENCE OBJECTIVES:

MSPS:I, 270	Identify basic apparatus and equipment useful for scientific activities,

FROM J. ADKINS, C. BAROLET, M.J. BRACKETT,
M. ESLER, E. MANFRED, J. MAXWELL, J. MIZERAK,
C. ROBINSON, D. STANTON AND J. HUBEK, TEACHERS
IN ORANGE COUNTY, FLORIDA

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Department of Education
Tallahassee, Florida
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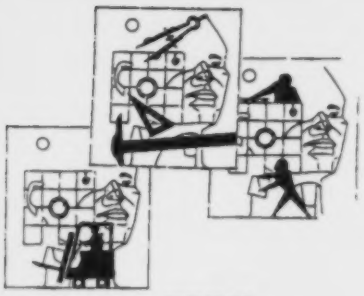
COMPUTER CAREER WORDLES

Choose two careers that use the kind of skills you use with computers. Write the title of each career vertically. Write a descriptive phrase about the career that begins with each letter of the career.

EXAMPLES:

Prepares flight plan
Informs tower of location
Learns weather forecasting
Orders maintenance checks
Travels



SCIENCE
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Scientific Method

MATERIALS - INFORMATION NEEDED:

ACTIVITY:

a. After reviewing the scientific method with the whole class, lead a discussion to list specific areas in science related careers where people apply the scientific method. Ask questions and list ideas on the chalk board.

b. Provide problems for groups to practice applying science skills.

Allow students to discover how to accomplish something by applying scientific knowledge.Require reports of the exact steps the groups followed. Some problem examples are the following.

1. Have students create a cloud by testing the principles of condensation. Encourage students to figure this out for themselves and.allow several days if necessary. Review the resulting plans. Try those that sound appropriate. Try a sealed bell jar with very warm water being chilled with ice on the metal lid. This condensed water vapor may be seen better in a dim light with a beam of light (flashlight) shining through the jar.

2. Have students devise a roadway built on slippery shale rock that will not slide down hill. The problem is to contain the loose rock and soil on the hillside. This is a real life problem facing highway engineers, so students may judge their own solutions. Encourage groups to present models of their ideas.

3. Have students find ways that people can live near a lake without causing damage to the ecology of the area. Dying lakes in urban areas cause concern to environmentalists and home owners alike.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VII, 2 Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

SCIENCE OBJECTIVES:

MSPS:K The student will describe the interactions among science, technology and society.

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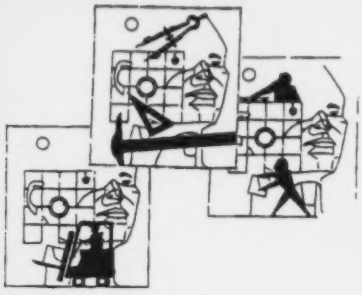

SCIENCE
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

A Think Tank

MATERIALS - INFORMATION NEEDED:

Think Tank (a box with different problem situations on slips of paper)
Circular problem solving model
Linear problem solving model

ACTIVITY:

This activity provided brainstorming practice using two different problem solving theories or techniques. This may be a whole class or a small group (1-10 students) activity.

a. Have students draw a problem situation from the box.

b. Have students first use a linear problem solving approach to resolve the first problem situation drawn.

c. Have students draw another problem situation.

d. Have students use the circular problem solving approach to resolve the second problem situation.

e. Discuss how the two approaches differ.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:II, 5	Demonstrate tolerance and flexibility in inter-personal relationships and group participation.
7-8:VIII,10	Project decisions one will face the in future and describe means of facing them.

SCIENCE OBJECTIVES:

SPS:EX-L, 1522	Distinguish between science and technology.
SPS:EX-L, 1523	Recognize the empirical nature of science to test hypotheses by experiment and observation after collecting data exactly, systematically objectively.

BASED ON AN IDEA FROM THE HIDONWOOD
ELEMENTARY SCHOOL IN NEWPORT NEWS, VA. AND THE
NASA/ELEMENTARY TECHNOLOGY EDUCATION PROJECT

State of Florida
Department of Education
Tallahassee, Florida
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SAMPLE:

PROBLEM SITUATIONS

1. **Waste Management:** Within the next century garbage, garbage collection and garbage dumps will be old terms hardly remembered in the context we understand today. The civilized societies will not tolerate the dangerous accumulations and discard methods we use. Yet our waste's must be dealt with. What will we discard, recycle, and permanently destroy or change? How? Where can this take place.

2. **Communications:** Technology has never been so advanced in communications as it is today, yet it is costly, complex and frustrating to make a transcontinental telephone call. Careers will be both created and destroyed by new technology to help mankind communicate easier and quicker throughout the universe. How could this happen? What will be needed to do it? What new problems may be created?

3. **Transportation:** Air travel has almost eliminated ground transportation to move many people at once. Yet our air traffic problems are compounding for over worked air control centers. What is the future choice for moving people and things quickly and safely? What will be used and how will it work? How will these new moving systems impact society?

4. **Energy:** Energy sources and their control have a strangle-hold on world's economy. Industries are reliant upon fossil fuels for sources of energy. Atomic energy is considered too dangerous for planetary use by many of the environments' defenders. But fossil fuels are also destructive to our planetary environments? What sources of energy will be developed in this next century? What impact will be felt by the environment and society?

CIRCULAR THEORY OF PROBLEM SOLVING:

Differs from linear methods in the following ways:

1. Students enter and exit at different points according to their individual needs and abilities.
2. A feedback loop allows students to move back and forth throughout the process.
3. More steps in the process allow optimum solutions, more testing, modification, evaluation and impact analysis than does the linear method.

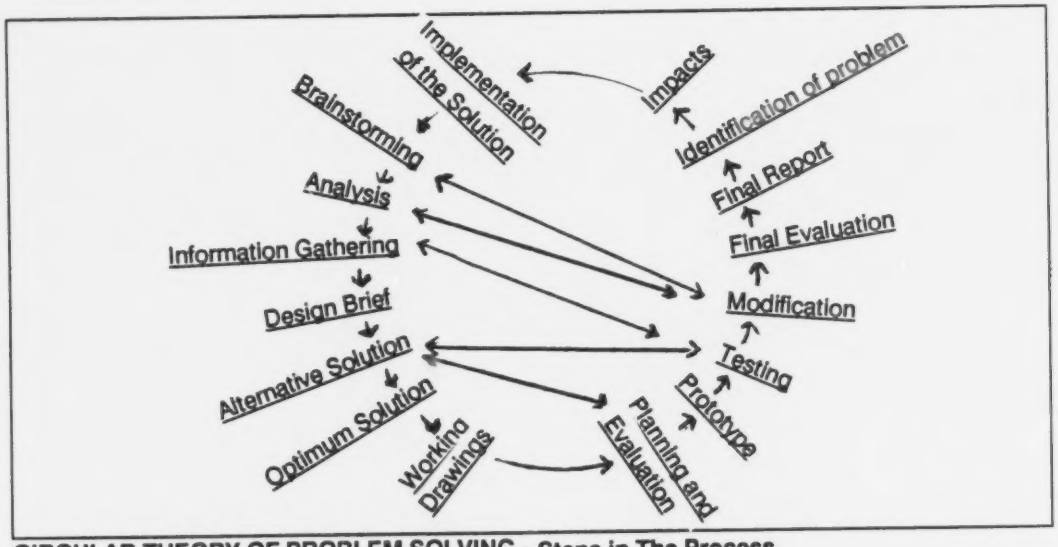
Steps in The Process:

Identification of problem	Focus theme or narrow topic.
Brainstorming	Ideas are generated by "storming" the problem where all ideas are recorded. this is an essential step in the process
Analysis	List limitations advantages for each idea recorded based on analysis of elements, limits, and impacts of technology. Design brief and specifications begun.
Information Gathering	Research what is already known and list sources of information. Begin free hand sketches.
Design Brief	Compile and synthesize information gathered. Outline what is known in logical, formatted order. Begin with scenario providing background. Then outline parameters, limitation, and specifications.
Alternative Solution	Based on the information presented above, four or five solutions are developed - Analysis then yields a best solution.
Optimum Solution	Best solution
Working Drawings	Sketches to design a prototype.
Planning and Evaluation	Included is a plan of procedure, time frame, materials, specifications, and routing of the optimum solution if the prototype works efficiently.
Prototype	Construct the prototype.
Testing	Test prototype for safety, durability and functionality.
Modification	Use test results to guide modifications.
Final Evaluation	Evaluate the total process.
Final Report	Documentation and synthesis of what the student has learned makes up this report.
Implementation of the Solution	Solve the problem.
Impacts	A follow-up study to consider social and cultural impacts caused by the solution.

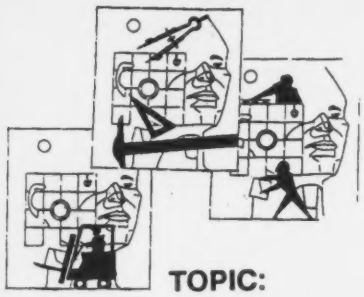
PROBLEM SOLVING

1. DEFINING THE PROBLEM
2. IDENTIFYING THE PARAMETERS
3. SURVEYING AVAILABLE DATA
4. DEVELOPING A HYPOTHESIS
5. SELECTING A SOLUTION
6. IMPLEMENTING THE SOLUTION
7. EVALUATING THE SOLUTION

STEPS IN A LINEAR PROBLEM-SOLVING - STUDENTS FOLLOW EACH STEP IN NUMERIC ORDER.



CIRCULAR THEORY OF PROBLEM SOLVING : Steps in The Process



SCIENCE
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Sources of Stereotyping Workers Who Use Science

MATERIALS - INFORMATION NEEDED:

Media - Newspapers
T.V.
Magazines
Greeting cards, etc.

ACTIVITY:

a. Students collect examples from various media that reinforce or enhance perceptions of workers in predetermined roles considered to be appropriate for a gender, an age or a race. These career roles should involve science skills as an everyday task in that occupation. Discuss how the media influences society perceptions. Where do stereotypes regarding career workers begin?

b. Counter act the media impressions that promote stereotypes by collecting examples of non-traditional workers to begin a bulletin board. Indicate the worker's title, a typical task performed on the job using science. Allow students opportunities to read the tasks and perhaps try to perform them in class. Careers to look for might include the following:

Firefighter	Draftsman	Doctor	Pilot
Police Officer	Forester	Farmer	Racer
Astronaut	Mechanic	Chemist	Nurse
Carpenter	Engineer	Artist	Athlete

CAREER PREPARATION GOALS & OBJECTIVES:

7-8, IX, 1	Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.
7-8, IX, 2	Describe problems, adjustments and advantages of entering a non-traditional occupation.

SCIENCE OBJECTIVES:

MSPS:K-295	Describe career opportunities resulting from science, mathematics and technology.

FROM A COMMITTEE OF TEACHERS
IN ORANGE COUNTY FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Mount non-typical or non-stereotyped occupations in a format similar to this example:

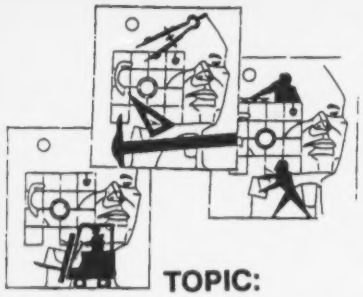
JOB TITLE

PICTURE

Typical problem or task performed on this job using_____skills:

Student's Name_____

MIDDLE GRADES
SOCIAL STUDIES



SOCIAL STUDIES
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Sources of Stereotyping Workers Who Use Social Studies

MATERIALS - INFORMATION NEEDED:

Media - Newspapers
T.V.
Magazines
Greeting cards, etc.

ACTIVITY:

a. Students collect examples from various media that reinforce or enhance perceptions of workers in predetermined roles considered to be appropriate for a gender, an age or a race. These career roles should involve social studies skills as an everyday task in that occupation. Discuss how the media influences society's perceptions. Where do stereotypes regarding career workers begin?

b. Counteract the media impressions that promote stereotypes by collecting examples of non-traditional workers to begin a bulletin board. Indicate the worker's title and a typical task performed on the job using social studies. Allow students opportunities to read the tasks and perhaps try to improve those skills needed to perform them in class. Careers to look for might include the following:

Firefighter	Draftsman	Doctor	Pilot
Police Officer	Forester	Farmer	Racer
Astronaut	Mechanic	Chemist	Nurse
Carpenter	Engineer	Artist	Athlete

CAREER PREPARATION GOALS & OBJECTIVES:

7-8, IX, 1	Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.
7-8, IX, 2	Describe problems, adjustments and advantages of entering a non-traditional occupation.

SOCIAL STUDIES OBJECTIVES:

MSPS:E, 6	Analyze selected beliefs or value systems
MSPS:E, 12	Analyze the impact of prejudice.

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IN ORANGE COUNTY FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
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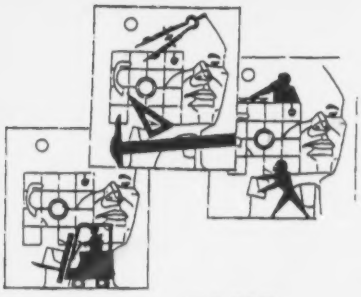
Mount non-typical or non-stereotyped occupations in a format similar to this example:

JOB TITLE

PICTURE

Typical problem or task performed on this job using_____skills:

Student's Name_____



SOCIAL STUDIES
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

A Decision Tree: Selecting Career Options

MATERIALS - INFORMATION NEEDED:

Decision Tree (provided)
Dilemma situations (provided)

ACTIVITY:

Give a dilemma, the student will utilize a decision tree to select an alternative. This exercise provides practice in decision making where the alternatives are difficult to select.

a. Present a hypothetical problem to small groups (2-3) who will determine the alternatives, then list the consequences, both good and bad. The group then agrees on the probable outcome(s). Finally, elimination of the least desirable outcome should reduce the alternatives to one or two options. The group tries to think of ways the alternatives that are left could be altered to improve desirability. Group consensus is necessary, where all agree to agree even if not completely satisfied with the majority's selection.

b. The individual student then develops a decision tree to practice assessing attributes of self and career choices to find the most desirable and appropriate career (cluster or occupations may be used).

CAREER PREPARATION GOAL & OBJECTIVES:

7-8,VI		Understands the attitudes necessary for success in work and learning.
	1)	Understands that failure and success are important aspects of learning.
	2)	Demonstrate effective learning habits and skills
7-8, VII		Understands the skills needed in making decisions and choosing alternatives in planning and for pursuing tentative educational career goals.
		#2, #3, #4, #7, #8, #9, #10

SOCIAL STUDIES OBJECTIVES:

SPS-EX-	F1107	Infer belief and values from pattern of behaviors
	F1111	Given a dilemma situation, identify possible consequences and propose reasons for each.
CFW - Any Course		Utilize the appropriate... decision making skills.

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

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DILEMMA SITUATION

I. Jay has always been fascinated by robots. His favorite toys were the electronic things that he could control. He even learned how to make some moveable gadgets that were remote controlled. His ambition is to be an electronic engineer. However, Jay dislikes school. He even skips classes to play with his electronic gadgets. Jay makes passing grades with little efforts, but he barely averages a grade of C overall. Jay does not like to work with others or be told what to do, so he is scolded frequently by his teachers, his parents and his peers. Jay has no real close friends and spends most of his time alone. Jay is trying to set some career goals. He has been told he will need to use math and science to solve engineering problems. He will need to relate well with people. He will also need to be able to advise, persuade and assist customers of his products. What are his career alternatives?

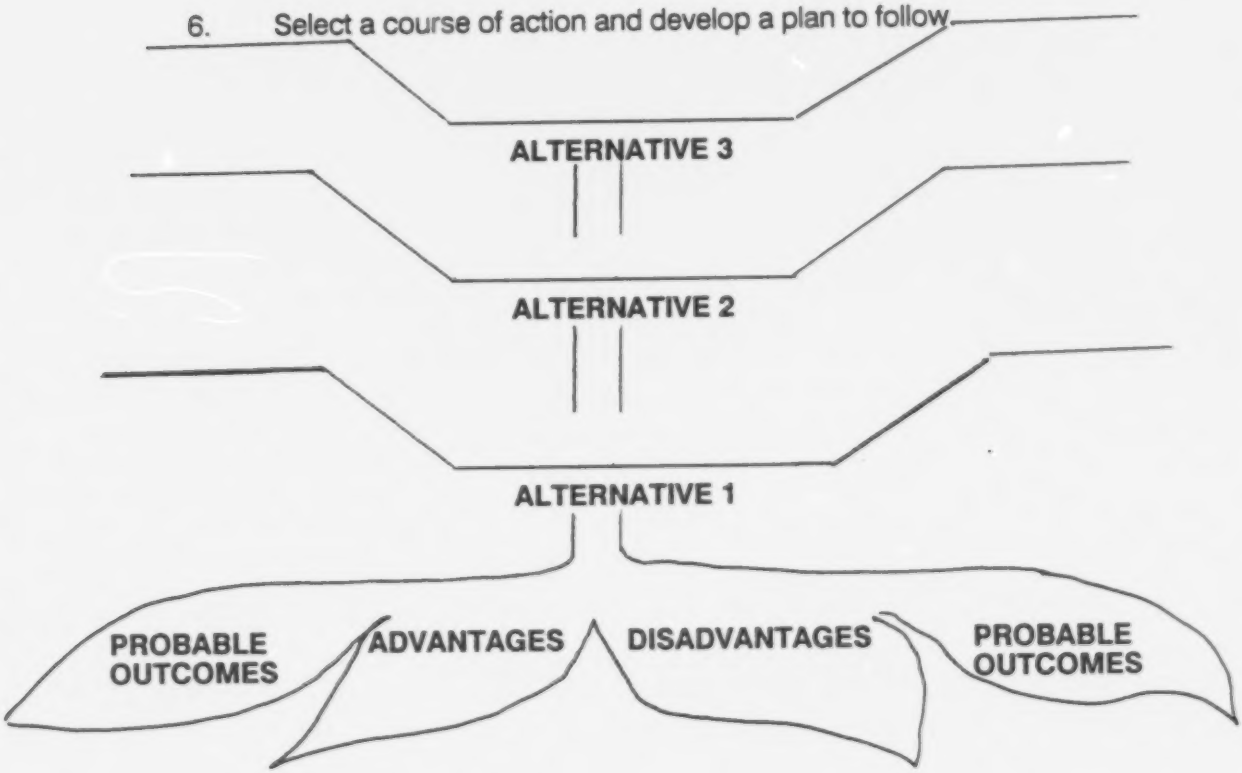
II. Jeri is happy doing tasks requiring great precision and accuracy. She wants responsibility and mental involvement. Jeri is talented in mathematics, but she particularly likes biology and all life sciences. She does not like to interact with people, and especially not with strangers. For this reason she has eliminated nursing and physicians from her goals. But she still wants to work with medical problems...just not with the patients who have them. She expects to go to college. What are her career alternatives?

III. Going to college is not Jack's idea. Sitting in classes is difficult. Jack hates to be indoors. He especially dislikes being inactive indoors. He likes to learn, however, and likes many of his courses, especially the science classes. But he prefers the plant life sciences. He is active in athletics and student government. He is strong physically. Jack is very artistic and draws well, too. Because Jack is a good leader and has a good head for business, Jacks's father wants Jack to go into banking. Jack must set a career goal soon. What are his career alternatives.

A DECISION TREE

STEPS IN SOLVING A PROBLEM OF CHOICE

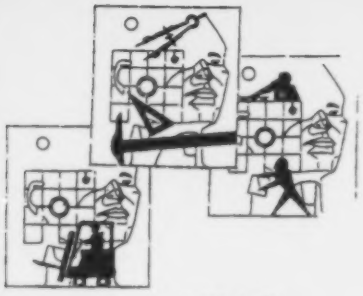
1. Develop alternative courses of action
2. List advantages and disadvantages for each alternative
3. Determine probable outcomes
4. Weigh the risks and rewards for each alternative
5. Eliminate the least desirable alternatives (least reward, most risk)
6. Select a course of action and develop a plan to follow.



THE BEST ALTERNATIVE IS NUMBER_____BECAUSE_____

_____

_____



SOCIAL STUDIES
AMERICAN HISTORY
GRADE EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:
The American Way: Diversity in Democracy

MATERIALS - INFORMATION NEEDED:

The Textbook
Library References

ACTIVITY:

a. The student will use reference materials to search for historical facts related to the careers held by the signers of the Declaration of Independence.

This is a group activity. Encourage the group to organize for the task (leader, recorder). Have the leader work with the group to decide how to approach the task. Groups may compete. Stress that all facts must be referenced. Give a predetermined period of time for the group to report findings.

b. A follow-up activity might involve listing the careers of district legislators, local politicians, school board members, etc.

CAREER PREPARATION GOAL & OBJECTIVES:

7-8, I-2	*Develops and uses a positive self concept for career development.*
	Assess individual attributes required for successfully fulfilling different roles.
7-8,II-4	*Demonstrate an appreciation for similarities and differences among people.*
7-8,V-6	*Identify skills that are transferable from one occupation to another.*

SOCIAL STUDIES OBJECTIVES:

SPS-EX,A1010	*Given a specific topic, evaluate sources of information and terms of reliability.*
SPS-EX,A1011	*Draw inferences from historical and contemporary evidence.*

CFW-2100000
2100010
2100020-6 *Identify the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.*

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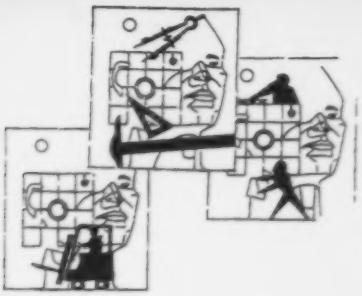

SOCIAL STUDIES
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Jobs Come and Go...Historically

MATERIALS - INFORMATION NEEDED:

Library reference or
A career center reference
Resource people
Quotations (Some are provided)

ACTIVITY:

This activity focuses on the changing nature of society, its needs and wants and how these needs and wants are satisfied through the use of human resources and technology.

a. Have students select an occupation and research the answers to the questions on the work sheet. Some answers will represent informed opinions, others will be more factual.

b. Share the job searches with the other students by posting them in the classroom. Group by clusters and identical occupations for contrast and comparison.

c. Have students interpret the meaning of the quotations provided and write a paragraph about the idea(s) in one of them. You may find other quotations you prefer to use.

CAREERS PREPARATION GOALS & OBJECTIVES:

7-8:VI,3	Describe how economic and societal needs and the work performed by the members of society are related.
7-8:VI,5	Describe the effects that societal changes, economic changes and technology advances have on occupations.

SOCIAL STUDIES OBJECTIVES:

SPS:EX-H,1175	Analyze the impact of technology on science and society.

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EIGHTH GRADE - SOCIAL STUDIES

JOBS COME AND GO...HISTORICALLY

Select a job you would like and answer the following questions about that job. You may use the career center as a resource.

1. What are the titles this job can have?

   _____

2. Did such a job exist in the year 1700?_____ 1800?_____

   1900?_____ Will such a job exist in 2020? ____ Explain

   _____

3. How much education do you need to do this job?

   _____

4. Name three important things you must do in this job.

   a. _____

   b. _____

   c. _____

5. Does this job produce a product or perform a service?

   _____

6. Can you name a famous person who did this job?_____

   _____

7. Why would you like to do this job? _____

   _____

   _____

JOBS COME AND GO...HISTORICALLY

PROGRESS

Interpret in your own words, what these quotations mean. Write a paragraph on what you think about this idea.

"Progress is a man's ability to complicate simplicity."

Thor Heyerdahl (1914-)

This means_____

_____

_____

_____

_____

"One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."

Elbert Hubbard (1856-1916)

This means _____

_____

_____

_____

_____

"Do you know back at the turn of the century how long it took to cross Manhattan on a horse? What the average speed was? You know what it is today? Exactly the same, seven miles an hour."

John Denvar (1943-)

This means_____

_____

_____

_____

_____

"Most people seek after what they do not possess and are thus enslaved by the very things they want to acquire."

Anwar el-Sadat (1918-1981)

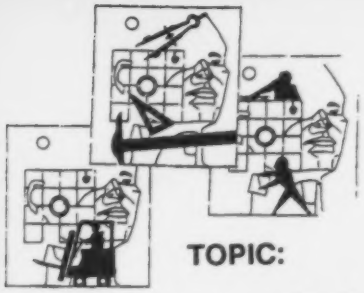
This means_____

_____

_____

_____

_____



SOCIAL STUDIES
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Historical Events and Silver Linings: Health Career Time Lines.
An intra disciplinary activity

MATERIALS - INFORMATION NEEDED:

The Health Occupation teacher and American History teacher can plan the activity as a team. Both teachers will need resources which will provide the information regarding historical events (major) and development of major advances (ex: discovery of ether, penicillin, sulfa drugs, x-ray, etc.).

ACTIVITY:

The student will be given a blank time-line with the instructions to write in the major world events that are historical on top of the line (ex: WWI, WWII, Space Shot) and the major breakthroughs in health care delivery on the bottom of the line. The decades can be built in to the line before giving it to the student. This provides an excellent opportunity for the two teachers to co-present a lesson that will help the student understand the interrelationship between historical events and developments in technology. The students can then make a predicted time-line for future developments.

Include discussion about changes in health careers resulting from the impact of both the historical events and the resulting discoveries or technological advances.

Students will be graded on the amount of research and the degree to which the student is able to interrelate the two events. Once the time-lines are discussed in class, the two teachers can use the information developed by the students to prepare exam questions.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI, 5	Describe the effect that societal changes, economic changes and technology advancement have on occupations.

VOCATIONAL OBJECTIVES:

8425100	Identify the characteristics and components of the health care delivery systems, using acceptable terminology. (HSO)
CFW:10,6	List the major advances that transformed health care in the 19th and 20th centuries.
7	List new developments which will affect future health care.

SOCIAL STUDIES OBJECTIVES:

MSPS:D, 8	Demonstrate an understanding of chronology.
MSPS:E, 1	Recognize cause and effect relationships of historical events.
2100020-CFW:II, 7	Analyze how cause and effect relationships precipitate change in the development of the United States.

CONTRIBUTED BY: SANDRA HARWELL
LAKE GIBSON SR. HIGH, POLK COUNTY, FLORIDA

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Tallahassee, Florida
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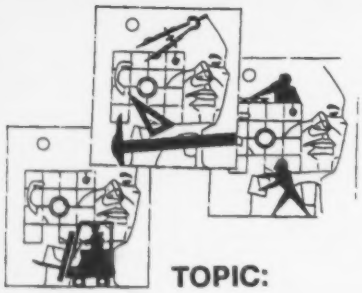

SOCIAL STUDIES
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career Opinion Poll

MATERIAL - INFORMATION NEEDED:

Scoring sheet (provided)

ACTIVITY:

Have students design and administer an opinion poll. Use as the subject matter either some aspect of career awareness or something from the subject area of the class.

a. Choose a subject. Encourage students to pick a subject that would be clarified by an opinion poll. For example - What kind of career ambition, for expectations do the students at the school have?

b. Determine the target population. Students need to decide how to poll the population, and get permission to do so. For example, they may want to administer the poll in the homerooms.

c. Design the questionnaire. Sample question -

I enjoy
1. doing things outdoors, alone
2. doing things indoors, alone
3. doing things outdoors with others
4. doing things indoors with others.

d. Administer the survey and score. For example, using the sample question above, set up a scoring sheet like the sheet provided.

e. Summarize and report on the findings of the poll. This can take any form, and is a good area for writing a report of the findings and including an evaluation of what the finding reveal about the population.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI, 3	Identify work activities of interest to the student.
7-8:V, 3	Acquire effective study and information seeking habits.

SOCIAL STUDIES OBJECTIVES:

SPS:EX-A, 1002	Interpret information from a poll...
SPS:EX-E, 1094	Trace the possible bases for opinions, attitudes, and beliefs about social studies issues which differ from one's own.

FROM GROW, DVACE
FLORIDA DEPARTMENT OF EDUCATION

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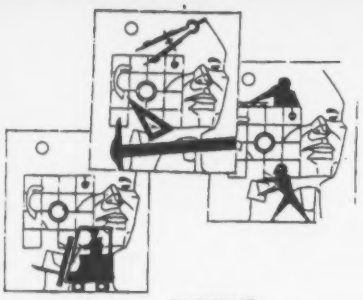

SOCIAL STUDIES
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Job Market In My World

MATERIALS - INFORMATION NEEDED:

Future world job market work sheet (provided)

ACTIVITY:

a. Have students brainstorm new occupations that might be available as career choices when they finish high school or in the decade following (1995 - 2005).

b. Have each group complete their charts and share each chart with the entire class. Consider technology developments, environmental concerns, age and population factors, worker population changes, and the emerging needs of society.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:III, 5	Assess the skills needed to cope with the changing occupational requirements.
7-8:V, 5	Describe the efforts that societal changes, economic changes and technology advancements have on occupations.

SOCIAL STUDIES OBJECTIVES:

SPS:EX-E, 1086	Describe how groups of human beings develop their culture through interaction with their environment and other cultures.
SPS:EX-E, 1092	List the technologies, institutions, languages, and beliefs which link the different peoples of the world.

FROM A COMMITTEE OF TEACHERS IN BROWARD COUNTY,
FLORIDA AND IDEAS FROM "INFUSING CAREER EDUCATION
INTO THE MIDDLE SCHOOL CURRICULUM-INDUSTRY-TECHNOLOGY"
BARNSTABLE PUBLIC SCHOOL, BARNSTABLE, MA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
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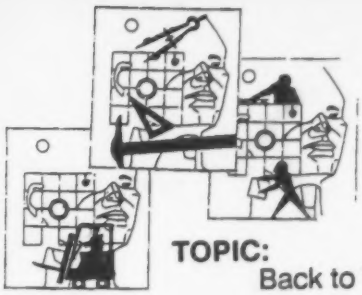
CAREER RESEARCH INTERVIEW

Find out the following information by talking to someone who has performed the job you are investigating.

1. Job Title:
2. Job Description:
3. What purpose does this job fulfill?
4. How does this job fit into society?
5. What is the salary range and what standard of living do people usually have that work in this or a similar job?
6. What technology is necessary for this job? How will the technology change in 10 - 20 years? In 100 years?
7. What do you expect this job to be like in 10 to 20 years? What about in 100 or 200 years? Why?



SOCIAL STUDIES
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:
Back to The Future

MATERIALS - INFORMATION NEEDED

Student Handout (provided)

ACTIVITY:

This is a career exploration activity that can take many forms. Students begin by researching a career of their choice and then report on it by participating in a role-play of the future. This can also be converted to a written activity.

a. Have students pick a career to research. A good research technique is interviewing. Students may want to choose a career of a family member, or of someone they know who is easy to talk to and has time to spend with the student. The handout for the students outlines the information they need to get.
The class plays the role of historians of a future society, and prepares a list of questions that each reporter will answer. Teachers may want to conduct a brainstorming activity and make a list on the board before students begin their research. Teachers can direct the students' thinking so that students are asking questions about
   - the role and importance of the career in society
   - salary and the standard of living, and
   - how the job will change in the future.

   A creative group will want to "invent" what the future society is like so that they can compare the "future" to the "past".

b. On the "Back to the Future" day the class will role play the group from the future, and a leader will ask the questions about each career. To provide variety give each student a chance to ask the questions. Encourage students to make up follow - up questions and answers.

c. Collect the students' handouts and make a class booklet on careers. Let students have access to the booklet so they can explore other careers.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI, 1, 2	Explain the importance of a variety and complexity of occupations. ... describe their place in society.
7-8:VI, 3,4,5	Describe the effects that societal changes, economic changes and technology advancement have on occupations.

SOCIAL STUDIES OBJECTIVES:

SPS:EX, A-1011	Draw inferences from historical and contemporary evidence.

FROM GROW, DVACE, FLORIDA
DEPARTMENT OF EDUCATION

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SURVEY SCORE SHEET

Mark the number of responses for each choice in each item.

I ENJOY:

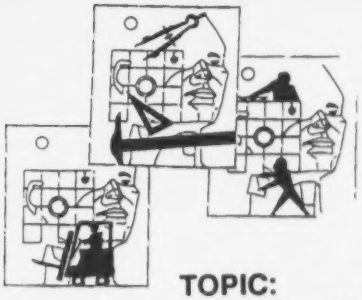
A. OUTDOORS ALONE	B. INDOORS ALONE	C.OUTDOORS OTHERS	D.INDOORS OTHERS

FUTURE WORLD JOB MARKET

DIRECTIONS:

Project yourself into the year 1995 and beyond when you will be employed. Speculate on the work roles of your future. Write the skills that may be necessary to perform each job and tell why you think this occupation will be established by then.

OCCUPATION	SKILLS	NEED FOR THIS OCCUPATION
Robot Salespeson		
Geriatric Nurse		
Nuclear Reactor Technician		
Water Quality Specialist		
Energy Auditor		
Career Consultant		
Leisure Counselor		
Home Health Aide		
Teacher		
Space Mechanic		



SOCIAL STUDIES
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Rosetta Stones Are All Around Us

MATERIALS - INFORMATION NEEDED:

A portion of written words, or numbers, or symbols.

ACTIVITY:

This activity promotes logical thinking skills by focusing on the ability to perceive relationships and the ability to explain them sufficiently to draw inferences. Stress that relationships surround us in a variety of both simple and complex ways. A portion of code provides clues for decoding by looking for patterns of reoccurring relationships. Some are provided, but you or the student may want to create your own "finds" or "Rosetta Stones" from a culture you are studying.

a. Have students complete the "Job Code" activity where the code is given but needs to be applied.

b. Have students find the relationship in a series and continue the pattern for the following:

1, 1, 1, 2, 1, 3, 1, 4, 1, 5, 1, 6, __, __, __, __, __,

A, B, A, C, A, D, A, F, __, __, __, __, __,

4, 5, 6, 10, 11, 12, 16, 17, 18, __, __, __, __, __,

26A, 25B, 24C, 23D, __, __, __, __, __,

10, 20, 30, 40, __, __, __, __, __,

c. Have students infer from the pattern of jobs and personal preferences to guess what Joe and Joy may be like. Discuss possible errors in reading patterns.

d. Have students find relationships in a portion of a message to decode a whole series of messages. Use news items predicting an affect from a stated cause, such as non-aggression pacts with Russia affecting defense contracts and the subsequent affect on economics, jobs and future societal needs.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8,VI	Relates careers to the needs and functions of the economy and society.
7-8,3	Describe how economic and societal needs and the work performed by the members of society and related.

SOCIAL STUDIES OBJECTIVES:

SPS-EX,B-1028	Explain causes and consequences of specific historical events.

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ROSETTA STONES ...Finding Relationships

Find the things that these people in different careers have in common to figure out the relationships or pattern in the list. Use the job characteristics to infer or make an educated guess about what these people have in common. Then "guess what the last two people are like by deciding to which group they could be classified.

Person/ Job	Career Cluster	Place	Education	Skilled With People/Things/ Information	Likes/Dislikes
John is a Lawyer	Social Business	indoors	college	works well with facts	likes data and information
Jake is a gardener	Nature	outdoors	no requirements	physical stamina	likes physical work
Eva is a scuba diver	Physical Performing	outdoors	no requirement	coordination	likes challenges
Bill is a economist	Social Business	indoors	college	works well with facts	likes data and information
Sarah is a fish farmer	nature	outdoors	no requirements	physical stamina	likes physical work
Carol is a jockey	physical performing	outdoors	no requirement	coordination	likes challenges
Joe is					
Joy is					
Jim is					

If the pattern should continue unchanged when moving down the chart, then:

Joe may be like ----------and ----------above.
Joy may be like ----------and ----------above.
Jim may be like ----------and ----------above.

JOB CODE

A. FIND OUT WHAT EACH OF THE FOLLOWING STUDENTS DO TO EARN MONEY

A = 1	B = 2	C = 3	D = 5	Y = 25
E = 5	F = 6	G = 7	H = 8	Z = 26
I = 9	J = 10	K = 11	L = 12	
M = 13	N = 14	O = 15	P = 16	
Q = 17	R = 18	S = 19	T = 20	
U = 21	V = 22	W = 23	X = 24	

Dena has a $\overline{16}$ $\overline{1}$ $\overline{16}$ $\overline{5}$ $\overline{18}$ $\overline{18}$ $\overline{15}$ $\overline{21}$ $\overline{20}$ $\overline{5}$

Beth does $\overline{5}$ $\overline{18}$ $\overline{18}$ $\overline{1}$ $\overline{14}$ $\overline{4}$ $\overline{19}$ $\overline{1}$ $\overline{14}$ $\overline{4}$

$\overline{4}$ $\overline{5}$ $\overline{12}$ $\overline{9}$ $\overline{22}$ $\overline{5}$ $\overline{18}$ $\overline{9}$ $\overline{5}$ $\overline{19}$.

Eddie $\overline{16}$ $\overline{9}$ $\overline{3}$ $\overline{11}$ $\overline{19}$ and sells $\overline{2}$ $\overline{5}$ $\overline{18}$

$\overline{18}$ $\overline{9}$ $\overline{5}$ $\overline{19}$.

Kevin $\overline{2}$ $\overline{1}$ $\overline{2}$ $\overline{25}$ $\overline{19}$ $\overline{9}$ $\overline{20}$ $\overline{19}$.

Nancy $\overline{18}$ $\overline{1}$ $\overline{11}$ $\overline{5}$ $\overline{19}$ $\overline{12}$ $\overline{5}$ $\overline{1}$ $\overline{22}$ $\overline{5}$ $\overline{19}$.

Erik $\overline{23}$ $\overline{1}$ $\overline{19}$ $\overline{8}$ $\overline{5}$ $\overline{19}$ $\overline{23}$ $\overline{9}$ $\overline{14}$ $\overline{4}$ $\overline{15}$

$\overline{23}$ $\overline{19}$.

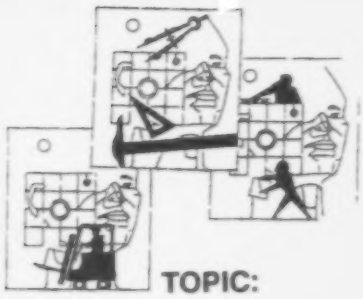
Ashley $\overline{23}$ $\overline{1}$ $\overline{19}$ $\overline{8}$ $\overline{5}$ $\overline{19}$ $\overline{3}$ $\overline{1}$ $\overline{18}$ $\overline{19}$.

Bob $\overline{20}$ $\overline{21}$ $\overline{20}$ $\overline{15}$ $\overline{18}$ $\overline{19}$.

Elaine $\overline{13}$ $\overline{1}$ $\overline{11}$ $\overline{5}$ $\overline{19}$ and sells $\overline{3}$ $\overline{1}$ $\overline{14}$

$\overline{4}$ $\overline{12}$ $\overline{5}$ $\overline{19}$.

26



SOCIAL STUDIES
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Fashion Business Around the World

MATERIALS - INFORMATION NEEDED:

Magazines
Students provide apparel items

ACTIVITY:

This activity focuses on career categories associated with the fashion and apparel industry. Help students explore the cultural diversity; interrelationships with environment; world economics; social change and with technological changes affecting the industry and the careers. Designers, buyers, stock clerks, wholesalers, retailers, transporters, furriers, sewers, fabric creators, etc. and careers to be considered.

a. Have the class list careers they can think of in the fashion and apparel industry worldwide, based on their present knowledge. You prompt them.

b. Have competing groups or classes in the grade design and develop items such as dashiki, tie-dyed items, recycled denims, embroidery, jewelry (ceramic or paper/glue), hair fashion, wigs, scarfs, hats, etc.

c. Have competing fashion shows (live or pictorial displays) showing student creations - or depicting world cultures. A lower grade could serve as buyers, journalists etc. to judge the shows. Include photography, stage craft and merchandising careers.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8,I-7 Contribute to group activities by demonstrating competencies in interrelating with group members.
7-8,V-5 Describe the effects that social changes, economic changes and technology advances have on occupation.

SOCIAL STUDIES OBJECTIVES:

CFW-2103032-5 Analyze the relationship of environment to the development of culture.
CFW-2103032-6 Analyze the relationship between development, utilization and conservation of natural resources..

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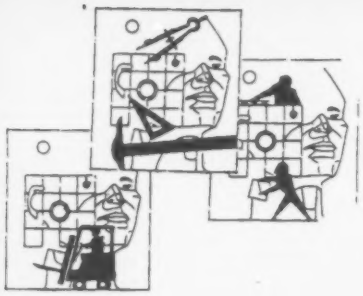

SOCIAL STUDIES
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Geography Related Careers

MATERIALS - INFORMATION NEEDED:

Outline maps
Careers in Natural Resources (provided)
Geography careers word search (provided)

ACTIVITY:

a. Pretend you are living in the place which you are studying in Social Studies this week. What is your job? Describe five other jobs which are unique to that geographical area. Why are these jobs unique to that area?

b. Have students draw a map of the area and make up symbols to show where different jobs may be located.

c. Use a natural resources map of the area you are studying and list the jobs associated with these natural resources.

d. Group activity - have each group choose a resource from the area being studied and brainstorm to come-up with the many jobs involved in the process of taking a resource from its natural state to a consumer or finished product. Have the groups make a "Resource Career Line" similar to a Time line, but with careers at certain points of production instead of dates on the lines. The line should contain the many jobs involved in the process of taking a natural resource to a finished product.

e. Group Activity - have each group complete the "Careers in Natural Resources" worksheet (provided).

f. Have each student complete the word search (provided).

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:III, 2	Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

SOCIAL STUDIES OBJECTIVES:

MSPS:B, 11	Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
MSPS:B, 12	Thematic maps.

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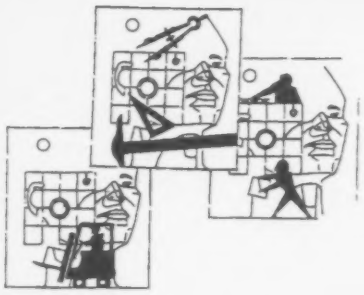
CAREERS THAT USE GEOGRAPHY SKILLS

T G M F O R E S T R A H G E R T R N A B C
G Z E H Y D R O L O G I C A L I A P I E M
E L T B N X F L P M V N A B U O A Z V Q X
O P E C K E G O Q Z T L A C A D S O E N L
L B O B F O R E S T F I R E F I G H T E R
O N R L M Z H K S O L K T N O J M M E G A
G C O N S E R V A T I O N I S T I S L H P
I V L P F L G H Q O X T W O M O I C T R Z
S X O O A T I O R N S U R V E Y O R F G I
T A G B R Z T K N L Z C G D R A D L O I O
F T I H M R K A N P A I B E N T N I U K D
F I S H E R M A N X M A H F Z X Y A N N T
H K T R R T V A I G E N G I M I N E R A I

QUESTIONS:

1. Uses the study of land surfaces.
2. Must have knowledge of tides.
3. Must have a knowledge of atmospheric conditions.
4. Uses the knowledge of available water power.
5. Uses the knowledge of minerals.
6. Would be helped by the study of air currents.
7. Uses a knowledge of climate and seasons in given area.
8. Realizes and tries to correct pollution.
9. Uses basic mapping skills.
10. Uses knowledge of and tries to avoid mountain erosion.



SOCIAL STUDIES
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career Puppet Shows: A Multi Disciplinary Project

MATERIALS - INFORMATION NEEDED:

Craft materials to make puppets
Boxes, fabric, paint or tempera to make stage and sets.

ACTIVITY:

a. Students research careers,workplaces, workforce, environments, and problems found in particular geographic location to provide background for scripts, stage sets, costumes, characteristics of people (puppets).

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:I, 1	Describe how one's behavior influence the feelings and actions of others.
7-8:II, 1	Demonstrate concern and respect for feelings and interests of other.
7-8:II, 6	Demonstrate skills in dealing with criticism.
7-8:IV, 3	Demonstrate an understanding that personal traits to job success.

SOCIAL STUDIES OBJECTIVES:

SPS:EX, A	The student will demonstrate that the past may be interpreted as a service of interrelated events.

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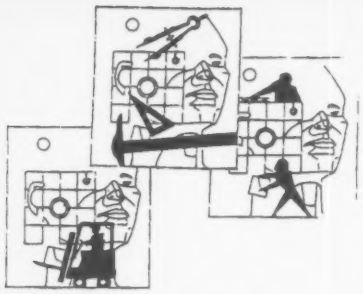

SOCIAL STUDIES
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Effects of Climate and Topography on World Cultures

MATERIALS - INFORMATION NEEDED:

Find the location (provided)
Textbook

ACTIVITY:

This activity helps students understand how climate and topography affect the ways people choose careers within their cultures.

Population clusters are related to the condition of climate, landforms and the ability of groups of people to make a living.

Assume you are a demographer for the U.S. You have asked to fill in a map showing where various occupations may be found in the world. Have students choose a selected location to discusss with the rest of the class as to the types of occupations and why they are found in certain areas.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI, 1-5	Relates careers to the needs and functions of the economy and society.

SOCIAL STUDIES OBJECTIVES:

MSPS:B, 11	Identify the effects of climate, physical features, and natural resources on people.

CONTRIBUTED BY CHARLOTTE BAROLET, A TEACHER AT
CONWAY ELEMENTARY, ORANGE COUNTY, FLORIDA

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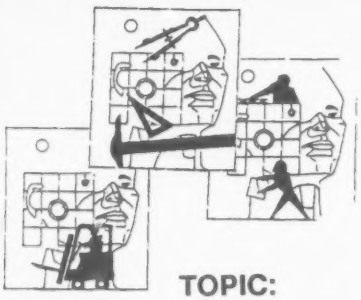
FIND THE LOCATION

Find the location where these occupations may be found. Write the number of the occupation in the blank on that part of the world map.

OCCUPATIONAL LIST

1. Oil Field Rotary Driller
2. Forest Ranger
3. Grain Inspector
4. Furrier
5. Sheep Rancher
6. Vintners
7. Cattle Rancher
8. Phosphate Heavy Machinery Operator
9. Fisheries Manager
10. Snowscraper
11. Citrus Inspector
12. Diamond Cutter
13. Actors
14. Lobster Trapper
15. River Pilot



SOCIAL STUDIES
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Inventors Make History

MATERIALS - INFORMATION NEEDED:

References from the library
Textbook

ACTIVITY:

a. Develop a list of inventions . Have the class find the inventor, the industry represented or aided by the invention, and the occupation of the inventor at the time of the invention. Try to include some current inventions. Apply the concept of technology to the inventions to distinguish between discoveries and scientifically developed tools to improve the condition of humanity. Include some current technological inventions and inventors.

b. Have students select one inventor to learn more about. Look at the inventor's childhood experiences, education, job experiences, personal characteristics and skills. Then try to learn how their invention changed the inventors' lives. Students may report their research as essays, editorials, cartoons, scripts for a "this is your life skits" etc.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:I, 4	Develops and uses a positive self- concept for Career Development.
	Identify environmental influences on attitudes, behavioral and aptitudes and how they help determine self uniqueness.
7-8:VIII,11	Identify ways in which decisions about education and work relate to other major life decision.

SOCIAL STUDIES OBJECTIVES:

SPS:EX,H-1156	Identify individuals and groups whose inventions or innovations have significantly affected the lives of other human beings and describe their influences.
World History	
MSPS:E, 1	Recognize cause and effect relationships of historical events.

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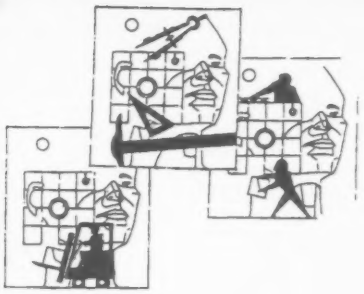

SOCIAL STUDIES/
TECHNOLOGY EDUCATION
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Technology: Applied Human Knowledge.

MATERIALS - INFORMATION NEEDED:

Construction paper, poster board, rubber cement, scissors, rulers, tape, stencils, crayons, markers, string, hole punch, tracing paper, pens, pencils, magazines, opaque projector

ACTIVITY:

These activities enable students to identify how their lives have been enriched by technology and how our culture and society have been changed. Students will use critical thinking skills to predict changes and to analyze and reconstruct the evolution of innovations in the past.

a. Each student selects a particular invention or innovation then uses library facilities to research it. The student creates an evolution board that will trace an invention every ten years for presentation to the class. The evolution board should project into the future. Use the problem solving model to trace the origin of selected innovations. A string(clothesline) display is an alternative to the evolution board.

b. Lead a class discussion on the origin and analysis of selected inventions. Reflection on what the invention(s) will look like in the next century.

c Have individuals and/or groups create a dream invention and present it to the class. Encourage visual displays of the design and a model.

CAREER PREPARATION GOALS & OBJECTIVES:

6:IV, 2	Understand what technology historically has and has not been; what it can and cannot be.
6:IV, 4	Understand that technology can be managed, adopted, and changed to serve human needs at work, at home, and in recreation.

SOCIAL STUDIES OBJECTIVES:

SPS:Ex-H,1163	Identify and discuss the effectiveness of local, state, or federal laws designed to protect people and the environment.

IDEAS CONTRIBUTED BY: BERNARDSVILLE SCHOOL SYSTEM DEPARTMENT OF DESIGN & TECHNOLOGY BERNARDSVILLE, N.J.

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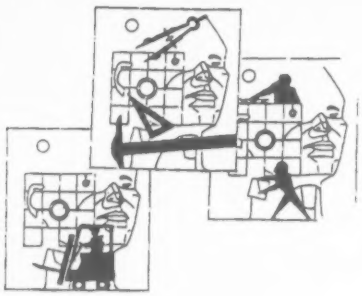

SOCIAL STUDIES
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

A Colonial Arts Fair

MATERIALS - INFORMATION NEEDED:

A list of craft related careers (provided)
Materials will vary for craft projects. These can be made or obtained by students.

ACTIVITY:

In this activity students will compare making products or crafts for their own use to manufacturing products for sale.

a. Have students choose a first, second and third preference for a craft common to both colonial and present day times to research and demonstrate.

b. Have students prepare a group poster illustrating how the craft related career has changed.

c. Divide the class into groups of three to five students, assigning to groups by as many first choices as possible. Groups will plan and develop craft products for a Colonial Arts Fair or other demonstration of your choice.

d. Follow-up activity: Have student bring in current examples of similar non-hand crafted items. Discuss the manufacturing process for mass producing crafted products.

CAREER PREPARATION GOALS & OBJECTIVES:

6:V, 2 Develop insights into appreciation of technology and effects on people and environments.

SOCIAL STUDIES OBJECTIVES:

SPS:EX-D, 1059 Demonstrate how differences in the distribution of resources affect production decisions.

SPS:EX-D, 1060 Cite examples on how technology and technological changes have affected production decisions.

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COLONIAL ARTS FAIR
LIST OF CRAFT-RELATED CAREERS

I. COUNTRY WORKERS

Coppers (barrel-making, sieves) - Students could use cardboard slats for barrels and use pie tins as sieves.

Housewright (house-framing)- Students could make log cabins from sticks or Lincoln Logs, could experiment with small pieces of wood and nails.

Joiner (carpentry)- Students could work with wedges and planes, wood and nails.

Miller (flour-grinder) - Students could grind flour with stones or mortar and pestle.

Tanner (leather-worker)- Students could pound samples with hammers or cut and design leather belts and purses.

Weaver - Students could make simple looms out of cardboard or popsicle sticks and exhibit woven cloth, belts, or potholders.

II. TOWN SHOPKEEPERS

Baker - Students could make bread or rolls and allow other students to taste or sample their wares.

Chandler (candle-maker)- Students can make "tallow dips" by melting down old candles or crayons and repeatedly dipping wicks into hot tallow (wax) and allowing the tallow which adheres to dry.

Tailor - Students could make patches for jeans and sew them on other students' jeans.

Bookbinder - Students can make natural dyes, design book covers, and bind papers with leather, rope or yarn.

Block Printer - Using vegetable or wood scraps, students can make designs and print on cloth or paper.

Toymaker - Students could use dried apples for doll heads, or make corn husk dolls. Students might also use wood scraps for puzzles or toys.

Potter - Using clay, students can design and make bowls or jewelry.

III. HOME CRAFTS

Butter Churner - If butter churns are not available, butter can be made by shaking whipping cream in jars.

Seamstress - Students can design and sew small items such as handkerchiefs, scarves, or pillow covers.

Needleworker - Students can make samplers using a variety of needlework stitches.

Quilter - Small quilted items, such as pillows or scarves, can be made by stretching fabric on a wooden stretcher frame and quilting the design on the fabric.

Net Maker - Students can make nets of the type used by sailors or fisherman by using basic macrame knots and heavy string.

Once it has selected a craft career, each group should complete the following tasks:

1. Research the craft to find out how it was done in colonial times and how it is done today. In their research, the students should look for the following things:

    a. skills
    b. methods
    c. tools
    d. education or training required
    e. materials used

2. Locate and/or make materials or tools needed for the craft.

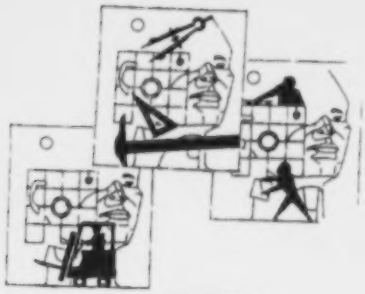
3. Consult craft or hobby books, reference books, art teachers, vocational center, community members, or parents to learn about craft.

4. Prepare a demonstration of how the craft was done in colonial times and how it is done today.

5. Prepare a chart, poster, mural, or collage illustrating information obtained in Step 1.

6. Design a booth or table display to be exhibited in the Colonial Arts Fair.

Set aside one or two days for your Colonial Arts Fair. Students may set up booths or displays around the room, cafeteria, library, or playground. All members of each group should be able to demonstrate and/or give information pertaining to their craft. One group member must be at the booth at all times to explain and demonstrate the craft. Group members may rotate so that everyone may participate in the fair. Your students may wish to invite parents, other classes or faculty to come to visit their fair.



SOCIAL STUDIES
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Careers in the USA and Other Word Searches.

MATERIALS - INFORMATION NEEDED:

Puzzle provided

ACTIVITY:

a. Have students search for careers in the puzzle. Career titles are found both horizontally and vertically.

b. Have students select one career from their word search. Students will prepare a paragraph describing how social studies is related to the tasks performed.

c. Paragraphs may be shared by reading or posting those most appropriate.

CAREER PREPARATION GOALS & OBJECTIVES:

6-VII.2	Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

SOCIAL STUDIES OBJECTIVES:

CFW-ALL COURSES	Utilize appropriate vocabulary and geographic, reference/study, critical thinking and decision making skills.

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CAREERS IN THE USA

Find and circle the careers described below the puzzle. Write the name of the career next to the description of it.

T U S K L L V X N O P E I T I
A B S T O R E M A N A G E R T
X B O F A K T U C N A V L A M
L E O N N A V A C T O R A B E
A A O F O B M B O X D B X N C
N U T F F C R B U Y E R T R H
N T L N F A E T N I H O G E A
O I J K O P P A T T Z K A F T
U C T A I A A L A M L E L R A
N I L T C P I K N G P R Z I C
C A O H E Q R H T Q P O K D E
E N F L R N M A F B C D O G Q
R E D E C Y A K J S I N G E R
S L G T O B N P H K X B N R L
C A T E R E R L I N P T O A T
O C A O C A R T O O N I S T B
B Q N M F R Q X P L C O M I C
S L N P K S T L A O Q F C O A
A T R L H M O R T I C I A N N

MIDDLE AGES PUZZLE

Find and circle the words that answer the questions below.

A L G L M R H J I K N O

D A R C H I T E C T A E

E N O J L C F M A T H D

F D A C M K O X R R O U

P S V L P L O N P A I C

T C A B A A P O E I S A

H A N D S Y A I N N O T

Q P O V T E I N T I J I

R E T L C R N O E N T O

S S C U L P T O R G V N

U S E L T O E X A Q T S

V Q V M O K R Z B N X V

Questions:

1. The career needed to make the plans for Middle Age cathedrals.

2. A type of architect that plans the grounds around a building.

3. Skill with these was necessary to create the detailed ornamentation in the Middle Age buildings.

4. Since walls of many buildings had to be extra thick and strong, this career was essential.

5. This career produced the many statues that decorate Middle Age buildings.

6. A knowledge and skill in this helped architects to plan how high walls should be.

7. This career was needed to prepare and build the parts of buildings requiring wood.

8. Intricate designs and colors were accomplished by this career.

9. These two factors were needed by many of the Construction Careers.

CAREERS OF SOUTHEAST ASIA

In the word search puzzle below, you will find the words that answer the questions at the bottom of the page. Circle the words as you find them.

A R C H E O L O G I S T G X W A B A H

N S A O Q L I B A C T S A Q B N Q I L

C F H M E F E T B O L O F H V V Z M K

M K I E H J U Z A T K O I G E W L B T

P A N E C O N O M I S T A S O X T W O

W O K C S V T U B C H T U A B T A P G

X E R O N X S O C I O L O G I S T C F

U S P N A Z M Q P F L B C T A K E Q T

A V Q O N O R I E N C O B K N Z A D E

E L E M E N T A R Y O I F A L J Z R S

B T A I D C E A N N L I B R A R I A N

E V O C A T I O N A L J T S N K O B S

G U F [illegible] H Z T P R F E E D S L T O O F

R M P H O F I D A C G A C T L B N I F

S T Q L N K J G E B E T U C L M I P I

Questions:

1. A career that will help Southeast Asia discover and maintain its ancient history and ruins.

2. A Teaching Career that would show Southeast Asian women better ways to take care of their homes and families.

3. A career that would help Southeast Asia to control and develop solutions to its national monetary problems.

4. A career that would aid Southeast Asia in solving problems of individuals and groups in their society.

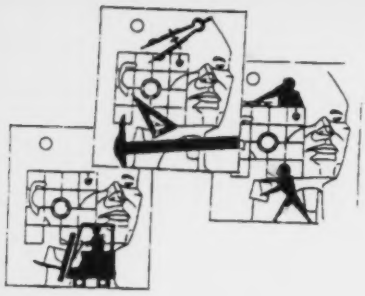
5. A career that would help Southeast Asia better its technology.

6. A Teaching Career that would give high level training to future managers and professionals.

7. A Teaching Career that would give Southeast Asian children basic skills and information.

8. A career that would help combat the illiteracy rate in Southeast Asia.

9. A Teaching Career that would give people special skills necessary to perform mechanical jobs.



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Social Studies is Career Preparation

MATERIALS - INFORMATION NEEDED:

Career Cluster Job lists (provided)
Cluster Lists (provided)

ACTIVITY:

Students may work in small groups to brainstorm examples where social studies skills are needed in occupations found in the twelve clusters listed on the work sheet provided.

CAREER PREPARATION GOALS & OBJECTIVES:

6:IX, 5	Demonstrate knowledge of the content of various course that teach marketable skills.

SOCIAL STUDIES OBJECTIVES:

CFW-ALL COURSES, 10	Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills.

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SIX GRADE - SOCIAL STUDIES

LOOK AT THE LIST OF JOBS UNDER EACH OF THE CAREER CLUSTERS. HOW IS SOCIAL STUDIES USED IN THE TWELVE CAREER CLUSTERS?

SPECIFIC EXAMPLE WHERE SOCIAL STUDIES IS NEEDED?

1. Artistic
   a. _____
   b. _____

2. Humanitarian
   a. _____
   b. _____

3. Industrial
   a. _____
   b. _____

4. Physical Performing
   a. _____
   b. _____

5. Mechanical
   a. _____
   b. _____

6. Business Detail
   a. _____
   b. _____

7. Persuasive
   a. _____
   b. _____

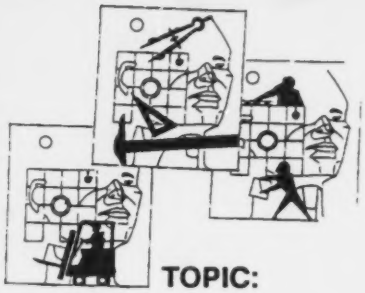
8. Nature
   a. _____
   b. _____

9. Accommodating
   a. _____
   b. _____

10 Social Business
   a. _____
   b. _____

11. Scientific
   a. _____
   b. _____

12. Authoritative
   a. _____
   b. _____



SOCIAL STUDIES
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Family Job Interview

MATERIALS - INFORMATION NEEDED:

Job Tree
Family Job Interview (forms provided)

ACTIVITY:

Have students select five people in their family to interview about their jobs and the training required.

a. Explain the activity to students prior to using the forms in an actual interview. Give a definite time for completion of the interviews and forms for each. Go over the forms in class.

b. Have students conduct interviews and complete forms.

c. Follow-up activities could be creative. Bulletin boards displaying job trees might evolve into a class job tree with a composite of all job fields represented by all family job trees. Jobs could be sorted by education needs at entry or by additional training needed. Family members might be invited to provide information, job site visitation for the class, and visit by representatives from career area can be amazed.

d. Have students fill in the jobs held by their relatives and friends in the spaces on the job tree worksheet.

Teachers are invited to share their own ideas for good follow-up activities to the Bureau of Career Development, D.O.E. in Tallahassee to share with all teachers.

CAREER PREPARATION GOALS & OBJECTIVES:

6:VII,5	Assess the skills needed to cope with changing occupational requirements.
6:VII,6	Describe how changing personal, social and economic needs relate to continued learning and training.

SOCIAL STUDIES OBJECTIVES:

MSPS-ECONOMICS, A-7	Identify sources of income
SPS:EX,E–1085	Identify the impact of the flow of goods services, information money and people in ones own community
SPS:EX,E–1087	Identify similarities in the historical experiences of different groups and societies.

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SIXTH - GRADE - SOCIAL STUDIES

FAMILY JOB INTERVIEW

TAKE YOUR JOB TREE AND SELECT FIVE PEOPLE. CONDUCT A BRIEF INTERVIEW BY ASKING THREE QUESTIONS.

1. What is your job title?
2. How much education was needed to be hired?
3. Was more training required after you began the job?

RECORD YOUR INFORMATION ON THIS CHART. KEEP THE STATEMENTS BRIEF.

RELATION	JOB TITLE	EDUCATION NEEDED	ADDITIONAL TRAINING

SUMMARY: ANSWER THE FOLLOWING QUESTIONS AFTER STUDYING YOUR CHART

1. How many relatives do the same kind of work, or almost the same?

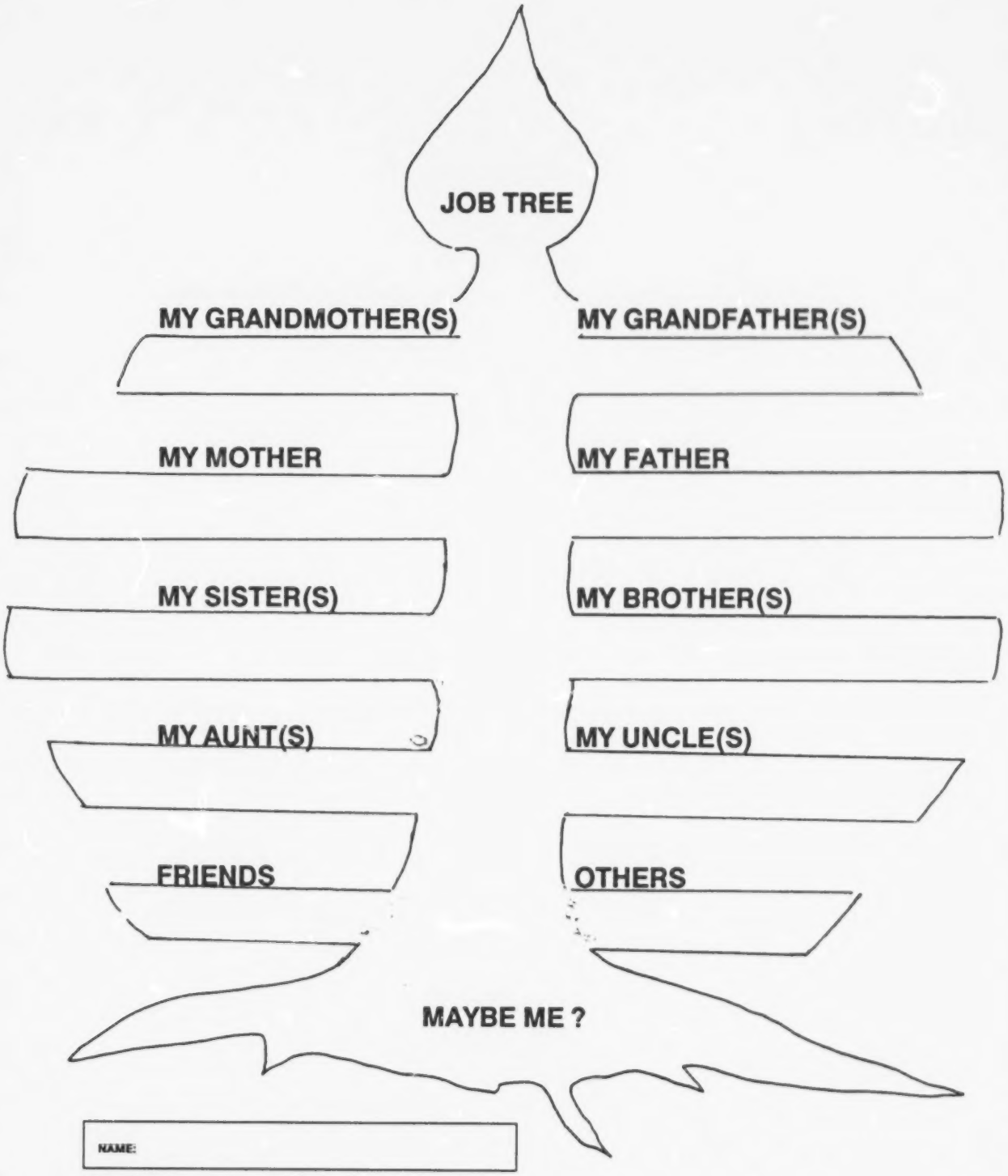
   _____

2. How many jobs require a high school diploma?_____
   college degree?_____

3. How many jobs require additional training being hired?

_____

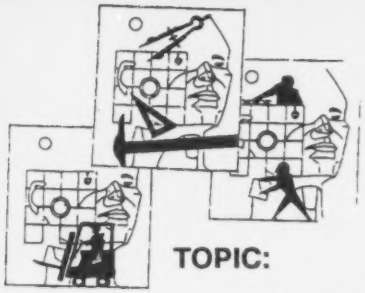
ADAPTED FROM "CAREER EDUCATION ON TARGET," ORANGE COUNTY PUBLIC SCHOOLS



NAME:

Adapted from "Career Guidance Activities," for Grades 6-8, Broward County

MIDDLE GRADES MATHEMATICS



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Training Pays

MATERIALS - INFORMATION NEEDED:

Graphs displaying information to be analyzed (provided).

ACTIVITY:

Have small groups study the information graphs and discuss their observations. Have each group describe three inferences they could make based on the data.

The teacher may ask questions to direct attention to differences, similarities and other factors students may consider, such as work conditions, danger, stress, responsibility, etc., that may affect the income, but may not be apparent in the numbers alone. The career outlook is also an important consideration since many unskilled jobs are being taken over by technology. More training is being required as job tasks become more complex. Investments in education and long training programs while earnings are low may be another factor to consider.

The life span of a career may also be noted. Some jobs are high paying, but are physically demanding or may be based on fleeting attributes or popularity (tree trimming, professional athlete, acting). Therefore, total life time earnings may be a consideration. It should also be mentioned that entrepreneurs or self employed individuals may earn much more or much less than the ranges shown on the charts. Discuss why this may be so.

CAREER PREPARATION GOALS & OBJECTIVES:

6:III,7 Describe physiological and psychological factors as they relate to career development.

6:III,8 Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

MATHEMATICS OBJECTIVES:

MSPS:V,146 Read and determine relationships described by bar graphs.

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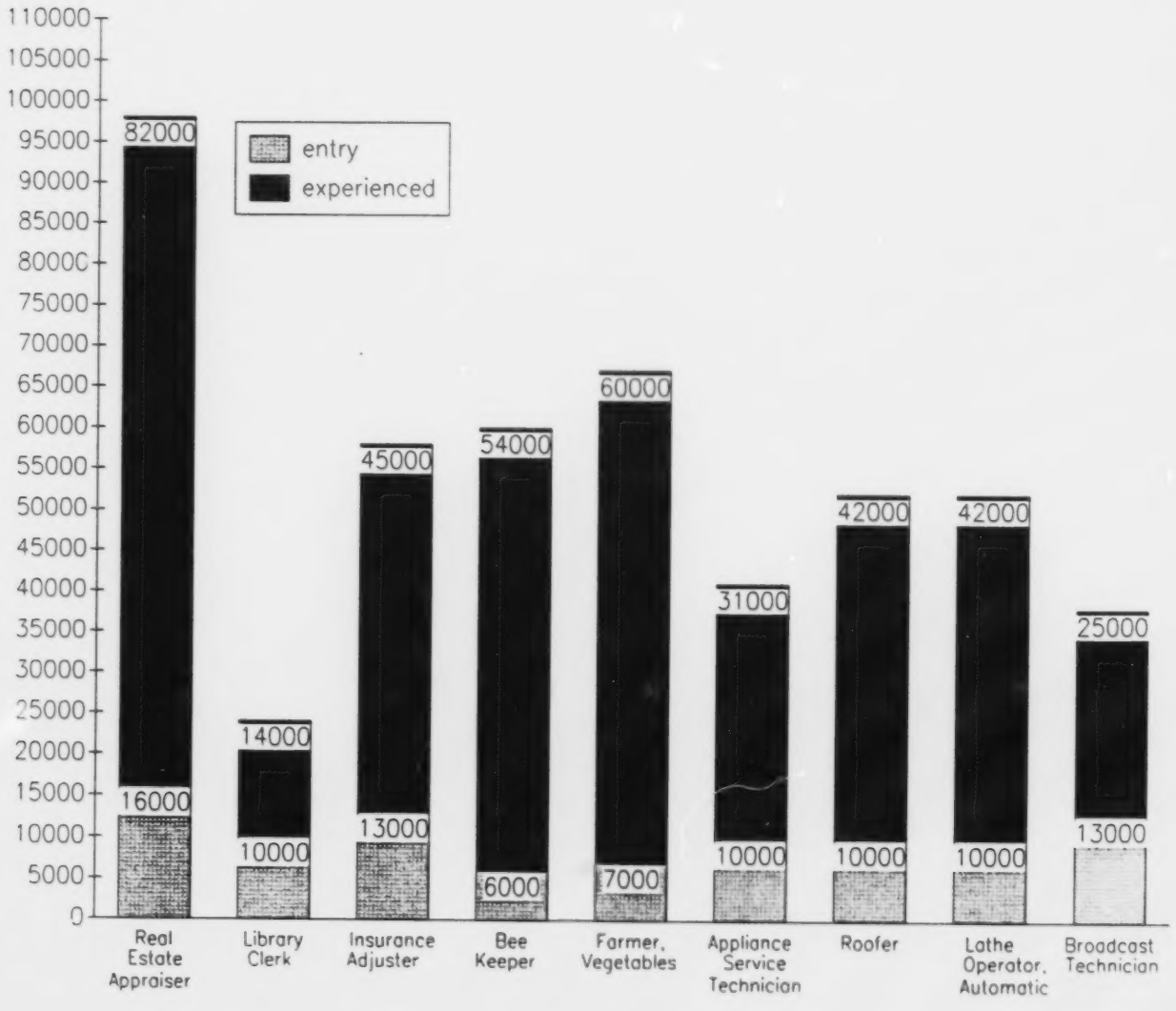
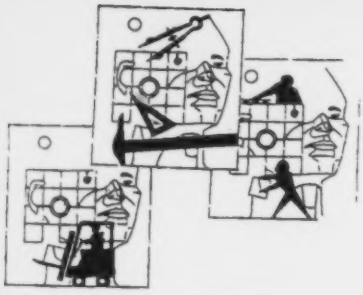
Training Pays
Salary Ranges for Selected Careers





MATHEMATICS
GRADE-SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Money Matters - A Pattern of Spending

MATERIALS - INFORMATION NEEDED:

A student work sheet is provided for activity (A)

The problem for activity (C) is provided (with answers for the teacher)

ACTIVITY:

A. Have students provide examples for how or where money is spent. This activity should contribute to awareness of the interdependence of careers and the role of work in the economy. The importance of math skills in careers and personal money management should be noted.

When the work sheet is completed, students may list their examples on the board. Create a composite list for each category on the chalk board.

B. Then have each student individually complete the following problem:

PROBLEM:

At the end of the five days you have $1.50 left from your pay check you received on the first day. On the fifth day, you spent $5.00 at the clothing store. On the fourth day, you spent $4.00 for lunch. On the third day, you spent three dollars for a part for your bike. If this pattern has continued unchanged how much did you spend on the first day? How much were you paid on the first day. ($1.50 + 5.00 + 4.00 + 3.00 + 2.00 + 1.00 = $16.50). Can you continue this pattern of spending for six days? (No, $6.00 would be needed).

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI,3	Describe how economic and societay needs and the work performed by members of society are related.
7-8:III,1	Describe the importance of academic and vocational knowledge and skills in the world of work.

MATHEMATICS OBJECTIVES:

MATH-SPS:EX:1020	Solve Problems: related to personal income.
MATH-MSPS:1005	Solve Problem appropriate for a working backwards technique.

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INFUSED FLORIDA CAREER PREPARATION

A.

Spending money is an important part of career interdependence. As you supply the information below, try to think how important your math skills will be in your adult life.

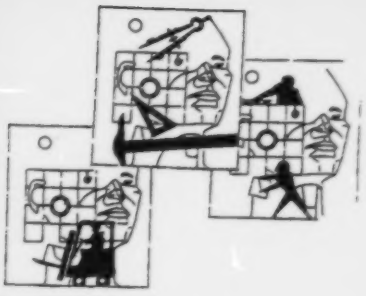
1. List four jobs for which people are paid salary. Write a dollar amount for how much you think they might make in a week.
   a._____, $_____ b._____, $_____
   c._____, $_____ d._____, $_____
2. Give two examples of jobs involved in banking.
   a._____ b._____
3. Give two examples of places where people spend money on clothing.
   a._____ b._____
4. Name three types of services paid for in the home.
   a._____ b._____
   c._____
5. Give two examples of ways people spend money for medical services.
   a._____ b._____
6. Give three ways people spend money on transportation.
   a._____ b._____
   c._____
7. Name three places where people spend money on food.
   a._____ b._____
   c._____
8. Give three examples of people spending money for recreation.
   a._____ b._____
   c._____
9. How do you earn the money you spend?_____
   _____.
10. How do you spend the money you earn?_____
    _____.

B. **A PATTERN OF SPENDING**

Solve the Following money problem:

You were paid for services provided around your neighbors' home. Five days later you have $1.50 left. On the fifth day you spent $5.00, on the fourth day you spent $4.00, and on the third day you spent $3.00.

If you followed this pattern of spending for all five days, then on the first day you spent $_____. On the first day you were paid $_____. On the sixth day, could you continue this same pattern of spending?_____ Explain your answer_____
_____.



MATHEMATICS
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Clearing the Way for Problem Solving

MATERIALS - INFORMATION NEEDED:

Problem situations are provided.

ACTIVITY:

Have students read and solve the following problem situations individually by marking a line through the information that is not needed to solve the problem. Then have students work together in small groups to solve the problems. *Encourage students to draw charts to analyze what is asked and what is given.*

Encourage students to share how they arrive at conclusions by explaining how they think as they move through the information. The whole team is responsible for each member's mastery of both the process and the logic involved in completing the problems.

Encourage acceptance and tolerance of uniqueness of others, positive interpersonal relations, and concern and respect for feelings and interests of each group member.

CAREER PREPARATION GOAL & OBJECTIVE:

6-VII,4	Implement a plan of action for increasing proficiency in basic educational skills
6-VIII,2	Demonstrate effective learning habits and skills.

MATHEMATICS OBJECTIVES:

MATH SPS-EX-1022	Solve problems which require interpreting time schedules from a chart.
-1009	Solve word problems that include extraneous information the student will determine the information needed to solve a problem.
MATH MSPS-M,O	
CFW-1212010-10	Demonstrate an understanding of determining the information needed to solve a problem.
CFW-1212020-11	Determine the information needed to solve a problem.

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PROBLEM:

Jane, Mary and Shirley all work part time at the same office. Shirley has three children. Jane works one hour more than twice as much as Mary works in one week. Shirley come to work at night to clean the offices. Shirley works five hours less than Jane. Mary goes to evening adult school to learn to be a court reporter. Mary works from 8:00 until noon, four days a week. Shirley's husband stays with their children at night.

QUESTION:

How many hours a week does each person work?

Jane 33 Mary 16 Shirley 28

PROBLEM:

Jeff and Jolene run a landscape business. They started the business the week after their marriage four years ago. The first year they paid themselves $5,000 each and made no profit after all expenses were paid. The second year was a rainy, cold year. The business lost $2,000 that year, but they paid themselves $7,000 each. In the third year, they paid themselves $10,000 and made a profit of $5,000 after all bills were paid. Jolene took a trip with her sister to Orlando. This year the business did well. The fourth year Jolene worked half time for $3,000 less than four times the money they lost the second year. Jeff paid himself three times Jolene's salary.

QUESTION:

What was the total amount Jeff and Jolene paid themselves the fourth year?

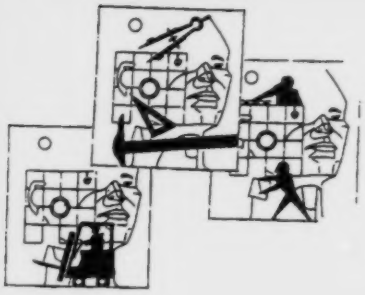
SORT THE FACTS IN THE FOLLOWING PROBLEM TO FIND THE ANSWER. WORK WITH YOUR PARTNER TO COOPERATIVELY EXAMINE THE FACTS AND AGREE ON AN ANSWER.

PROBLEM:

Eric wants to be a police detective or an agricultural researcher. Isaac wants to be an electronics technician or a psychiatric nurse. Kara want to be a agricultural researcher or an actuary and Joyce wants to be a police detective or a psychiatric nurse. The agricultural research may earn more than a police detective and the electronics technician may earn less than the psychiatric nurse; the psychiatric nurse may earn less than the police detective and the actuary may earn more than the agricultural researcher.

QUESTION:

Who wants to enter careers that may pay the most? Can you order all the careers by income with the names of those interested in each career.



MATHEMATICS
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Computers: Who Needs Them?

MATERIALS - INFORMATION NEEDED:

Cluster/Job Lists (provided)
Work sheet (provided)

ACTIVITY:

This activity will help students understand the relationship between computers and the world of work.

a. Discuss the usage of computers in the work world and how they benefit society. Help students understand how computers invade every phase of our lives and that this is both good and bad.

b. Have students work in pairs to identify at least two uses of computers in each career cluster. Distribute work sheets.

c. Have students work in pairs to complete the "wordles" activity sheet.

d. Share the results with the whole class. One student from each group can orally report on activity (b) and the other can report activity (c).

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:XI, 4	Identify common occupation within selected clusters
7-8:X, 7	Become aware of and observe skills needed in a variety of occupations,..

MATHEMATICS OBJECTIVES:

SPS:V, 1170	Demonstrate knowledge of ... computer input and output displays.

FROM J. ADKINS, C. BAROLET, M.J. BRACKETT,
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State of Florida
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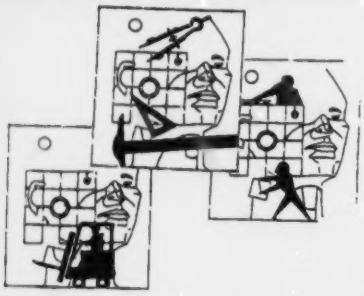
CAREER WORDLES

Choose two careers that use the kind of skills you use in this class. Write the title of each career vertically. Write a descriptive phrase about the career that begins with each letter of the career.

EXAMPLE:

Balances books
Orders for others
Occupies an office
Keeps financial records
Keys numbers into computers
Enjoys mathematics
Errors are despised
Pays bills
Enters numbers
Reports balances



MATHEMATICS
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Monetary Connection

MATERIALS - INFORMATION NEEDED:

Activity sheet (provided)

ACTIVITY:

In this activity students will identify the practical applications of math in every day living. Earning and spending money is an important part of career interdependence.

a. Complete "monetary connections" either as a class, in small groups or individually. In any career students choose, they will find some kind of math is needed.

b. Place an H beside careers on the list that require a higher level of math (courses beyond high school) or an L beside those requiring lower levels of math.

c. Discuss with the class the many ways people in a career work with other people in other careers. Explain "interdependence".

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI, 3	Describe how economic and societal needs and the work performed by members of society are related.
7-8:VI, 4	Demonstrate knowledge of the economic contributions careers make to society.

MATHEMATICS OBJECTIVES:

MSPS:A, 11	Read and write money values through $1,000.

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MONETARY CONNECTIONS

Spending money is an important part of career interdependence. As you supply the information below, try to think of the many ways people are required to work together in daily life.

1. List four jobs for which people are paid a salary.

   _____ _____

   _____ _____

2. Give two examples of jobs involved in banking.

   _____ _____

3. Give two examples of places where people spend money on clothing.

   _____ _____

4. Name three types services paid for in the home.

   _____ _____

   _____

5. Give two examples of ways people spend money for medical services.

   _____ _____

6. Give three ways people spend money on transpcrtation.

   _____ _____

   _____

7. Name two types of insurance coverage people buy.

   _____ _____

8. Name three places where people spend money on food.

   _____ _____

   _____

9. Give two examples of how people spend money for education.

   _____ _____

10. Give three examples of people spending money for recreation.

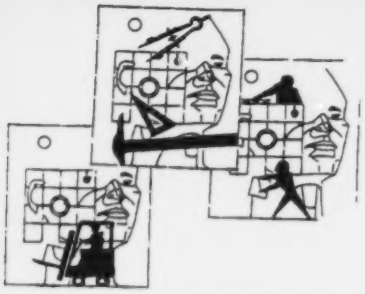
    _____ _____

    _____

11. Name three ways in which you spend your money.

    _____ _____

    _____



MATHEMATIC
GRADE-SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Word Problem? No Problem!

MATERIALS - INFORMATION NEEDED:

Problem is provided.

ACTIVITY:

Students work in pairs to practice skills in problem solving, reasoning and logical order to help solve the problem. Students should be encouraged to think out loud, to explain their reasoning to their partner or to write out their "trail of logical thinking" as they make sense of the information given . Encourage students to create graphic solutions to help reorder facts. Eliminate extra, but useless, information before solving the problem.

Students may develop other problems to try to stump another team. Other career and different occupational characteristics could be used to increase career awareness while students practice their problem solving skills. Building problems as well as solving problems is one way to strengthen logical thinking skills.

The answer to the problem, Kara and Eric, is based on maximum salaries listed in Occu Facts. 1989-1990, Careers. Inc.

ACTUARY	$70,000	Kara
AGRICULTURE RESEARCHER	$60,000	Kara, Eric
POLICE DETECTIVE	$48,000	Eric, Joyce
PSYCHIATRIC NURSE	$39,000	Isaac, Joyce
ELECTRONICS TECHNICIAN	$35,000	Isaac

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI Understands the attitudes necessary for success in work and learning.
- 1) Understands that failure and success are important aspects of learning.
- 2) Demonstrate effective learning habits and skills

7-8:VII Understands the skills needed in making decisions and choosing alternatives in planning and pursuing tentative educational career goals.
#2, #3, #4, #7, #8, #9, #10

MATHEMATICS OBJECTIVES:

SPS:EX-F1107 Infer belief and values from pattern of behaviors

SPS:EX-F1111 Given a dilemma situation, identify possible consequences and propose reasons for each

CFW-ANY COURSE Utilize the appropriate...decision making skills.

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

SORT THE FACTS IN THE FOLLOWING PROBLEM TO FIND THE ANSWER. WORK WITH YOUR PARTNER TO COOPERATIVELY EXAMINE THE FACTS AND AGREE ON AN ANSWER.

PROBLEM:

Eric wants to be a poiice detective or an agricultural researcher. Isaac wants to be an electronics technician or a psychiatric nurse. Kara want to be a agricultural researcher or an actuary and Joyce wants to be a police detective or a psychiatric nurse. The agricultural researcher may earn more than a police detective and the electronics technician may earn less than the psychiatric nurse; the psychiatric nurse may earn less than the police detective and the actuary may earn more than the agricultural researcher.

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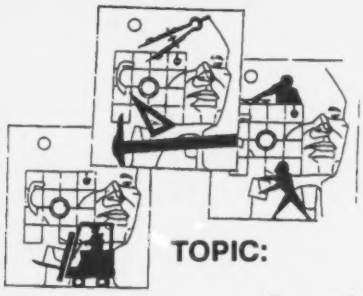

MATHEMATIC
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

"Summing Up Careers": Value-Added Game

MATERIALS - INFORMATION NEEDED:

Game board (pattern provided)
Die or spinner

ACTIVITY:

Students will identify careers requiring math with different levels of schooling. Explain to the students that the education or training may be in a four - year college, two year community college, vo - tech school, in apprenticeship or on - the - job. Each year training or education is value-added to the person seeking work in the job market.

Two, three, or four players may play the game as follows:

Each box has a number in it. The number refers to the chart inside the board. Next to m of the numbers there is an occupation, and next to each occupation is another number. The second number refers to the average number of years of education or training that career area requires after graduation from high school. That number will also indicate th number of squares for the student to move ahead as the game is played. If two land on t same box, the second one "bumps" the first, who must go back ten spaces.

To begin the games, have each player throw the die. That determines the order of play. Next have the first player throw to determine the first move. For example, if the player get a "2", he/she will move two spaces. The player then consults the center chart. Next to "2" is auto mechanic and the number 1, which indicates that one year of training is necessar for an auto mechanic, and also the fact that this player's next move is to go ahead one box. The other players take their turns in the same manner, moving the number of space on the spinner or the die, then find the career the player lands on. Take bonus moves to match the number after the career.

When a player lands on a box which has an occupation with zero, meaning that no traini after high school is necessary, he/she throws the die again. The number indicated tells t number of boxes to move. The first player to cross the "finish line" wins the game.

FOLLOW - UP
Ask students to make a list of ten careers (taken from the game board test) that require math courses.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VIII, 3 Demonstrate knowledge of the relationships between the nature and skill level of tasks performed on a job, the training necessary and the salary.

MATHEMATICS OBJECTIVES:

SPS:EX-A, 1006 Solve problems requiring visual discrimination.

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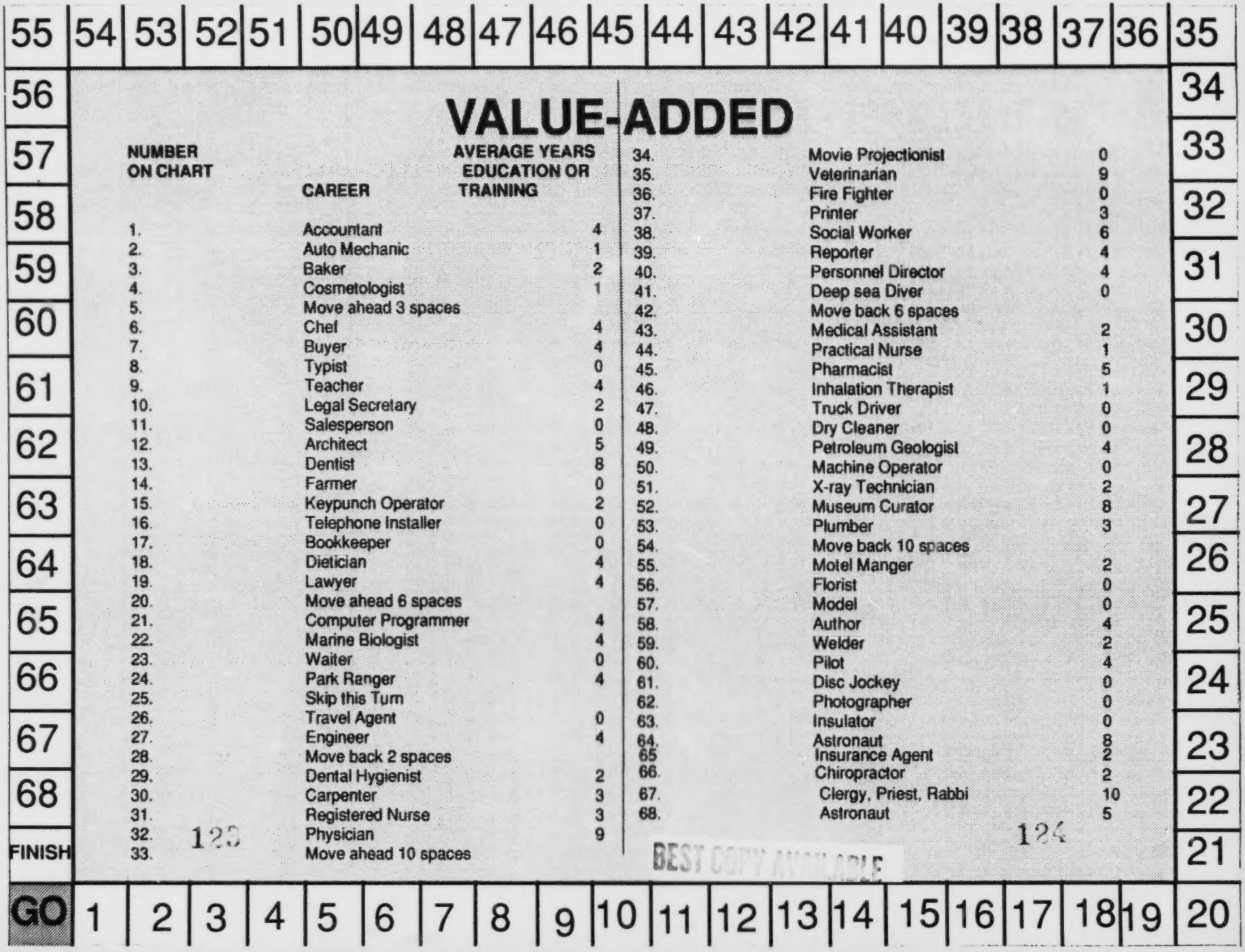
NUMBER ON CHART	CAREER	AVERAGE YEARS EDUCATION OR TRAINING
1.	Accountant	4
2.	Auto Mechanic	1
3.	Baker	2
4.	Cosmetologist	1
5.	Move ahead 3 spaces	
6.	Chef	4
7.	Buyer	4
8.	Typist	0
9.	Teacher	4
10.	Legal Secretary	2
11.	Salesperson	0
12.	Architect	5
13.	Dentist	8
14.	Farmer	0
15.	Keypunch Operator	2
16.	Telephone Installer	0
17.	Bookkeeper	0
18.	Dietician	4
19.	Lawyer	4
20.	Move ahead 6 spaces	
21.	Computer Programmer	4
22.	Marine Biologist	4
23.	Waiter	0
24.	Park Ranger	4
25.	Skip this Turn	
26.	Travel Agent	0
27.	Engineer	4
28.	Move back 2 spaces	
29.	Dental Hygienist	2
30.	Carpenter	3
31.	Registered Nurse	3
32.	Physician	9
33.	Move ahead 10 spaces	
34.	Movie Projectionist	0
35.	Veterinarian	9
36.	Fire Fighter	0
37.	Printer	3
38.	Social Worker	6
39.	Reporter	4
40.	Personnel Director	4
41.	Deep sea Diver	0
42.	Move back 6 spaces	
43.	Medical Assistant	2
44.	Practical Nurse	1
45.	Pharmacist	5
46.	Inhalation Therapist	1



VALUE-ADDED

NUMBER ON CHART	CAREER	AVERAGE YEARS EDUCATION OR TRAINING
1.	Accountant	4
2.	Auto Mechanic	1
3.	Baker	2
4.	Cosmetologist	1
5.	Move ahead 3 spaces	
6.	Chef	4
7.	Buyer	4
8.	Typist	0
9.	Teacher	4
10.	Legal Secretary	2
11.	Salesperson	0
12.	Architect	5
13.	Dentist	8
14.	Farmer	0
15.	Keypunch Operator	2
16.	Telephone Installer	0
17.	Bookkeeper	0
18.	Dietician	4
19.	Lawyer	4
20.	Move ahead 6 spaces	
21.	Computer Programmer	4
22.	Marine Biologist	4
23.	Waiter	0
24.	Park Ranger	4
25.	Skip this Turn	
26.	Travel Agent	0
27.	Engineer	4
28.	Move back 2 spaces	
29.	Dental Hygienist	2
30.	Carpenter	3
31.	Registered Nurse	3
32.	Physician	9
33.	Move ahead 10 spaces	
34.	Movie Projectionist	0
35.	Veterinarian	9
36.	Fire Fighter	0
37.	Printer	3
38.	Social Worker	6
39.	Reporter	4
40.	Personnel Director	4
41.	Deep sea Diver	0
42.	Move back 6 spaces	
43.	Medical Assistant	2
44.	Practical Nurse	1
45.	Pharmacist	5
46.	Inhalation Therapist	1
47.	Truck Driver	0
48.	Dry Cleaner	0
49.	Petroleum Geologist	4
50.	Machine Operator	0
51.	X-ray Technician	2
52.	Museum Curator	8
53.	Plumber	3
54.	Move back 10 spaces	
55.	Motel Manger	2
56.	Florist	0
57.	Model	0
58.	Author	4
59.	Welder	2
60.	Pilot	4
61.	Disc Jockey	0
62.	Photographer	0
63.	Insulator	0
64.	Astronaut	8
65	Insurance Agent	2
66.	Chiropractor	2
67.	Clergy, Priest, Rabbi	10
68.	Astronaut	5

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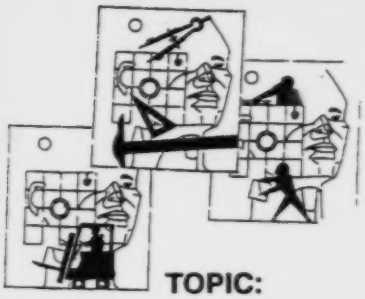
47.	Truck Driver	0
48.	Dry Cleaner	0
49.	Petroleum Geologist	4
50.	Machine Operator	0
51.	X-ray Technician	2
52.	Museum Curator	8
53.	Plumber	3
54.	Move back 10 spaces	
55.	Motel Manger	2
56.	Florist	0
57.	Model	0
58.	Author	4
59.	Welder	2
60.	Pilot	4
61.	Disc Jockey	0
62.	Photographer	0
63.	Insulator	0
64.	Astronaut	8
65.	Insurance agent	2
66.	Chiropractor	2
67	Clergy, Priest, Rabbi	10
68	Astronomer	5



M/S MATHEMATICS 3
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career Solutions: Try Angling It!

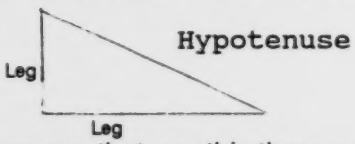
MATERIALS - INFORMATION NEEDED:

Rulers	Construction paper
Protractors	Pencils/erasers
"How's It Used?"	Activity sheet (provided)

ACTIVITY:

Students will solve problems commonly found in everyday tasks in careers which rely on mathematics principles or theories for solutions. The Pythagorean Theorem is the focus of this lesson. Review the formula and record this on chalk board:

$$a^2 + b^2 = c^2$$



a. Have students brainstorm careers that use this theorem and list these on the board:

Forestry land planner	Civil engineer	Plumber
Industrial engineer	Geologist	Surveyor
Meteorologist	Television repair	Carpenter
Airplane pilot	Technician	Cartographer

b. Have students work in groups of two to solve the "How's its used?" problems. Each word problem depicts a different occupation which students should identify.

c. Have pairs of students design some work problems of their own based on typical tasks in an occupation. Be sure the problem includes pictorial representations.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:V, 6 Identify skills that are transferable from one occupation to another.

MATHEMATICS OBJECTIVES:

CFW:M/S MATHEMATICS, 3 Apply the fundamental concepts and tools of measurement.

1205110	Apply computational skills and problem solving strategies.
1205050-80	Apply geometric concepts... including right triangle relationships.

CONTRIBUTED BY J.ADKINS, C. BAROLET, M.J. BRACKETT, M. ESLER
E. MANFRED, J. MAXWELL, J. MIZERAK, C. ROBINSON, D. STANTON
AND J. HUBEK, TEACHERS IN ORANGE COUNTY, FLORIDA

State of Florida
Department of Education
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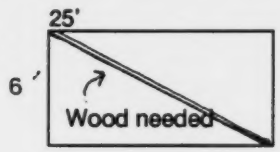
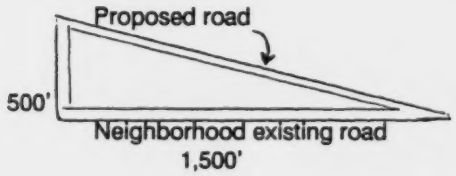
1. You are building a gate to close a private road. You need a piece of wood for a strong diagonal support. How long must the piece of wood be?



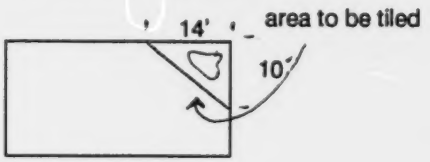
_____
Occupation

2. Neighbors complain about the traffic on their streets and have agreed to hire someone to build an alternate road past their neighborhood. Those presenting bid for the job must know the length of the road they will build. What is the length of the road if it joins roads in their neighborhood?



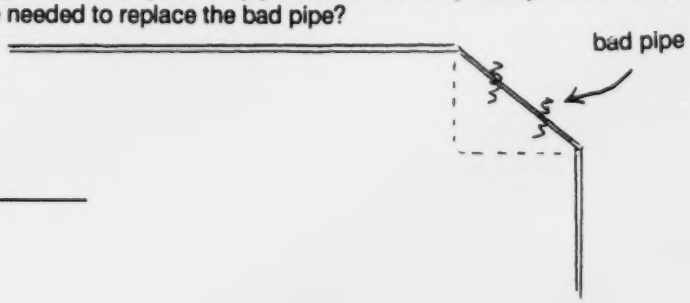
_____
Occupation

3. A pool builder is measuring an area to install a decorative ceramic tile border separating the swimming pool and a hot tub. How long is the area to be tiled?



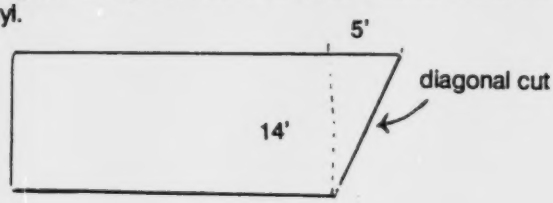
_____
Occupation

4. While installing a sprinkler system, a pipe was accidentally cut by the backhoe. What is the length of pipe needed to replace the bad pipe?



_____
Occupation

5. When installing a vinyl floor, an uneven portion of floor was discovered on one end of the room. What was the length of the quarter round needed to cover the end of the flooring at the diagonal cut of vinyl.

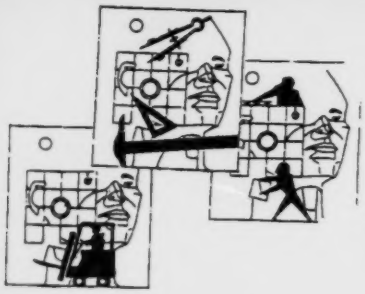


_____
Occupation

6. If an airline pilot began descending 10 miles from the airport from 15,000 ft. elevation, how many feet would the airplane travel before touch down?

_____
Occupation

What must be done before finding the unknown side of the triangle?



MATHEMATICS
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Predicting Change in Florida

MATERIALS - INFORMATION NEEDED:

Work sheet and answer sheet for teacher provided

ACTIVITY:

This activity may be an extra credit assignment for individuals, or, preferably, for a small group (2 to 4). It may also be used as practice for a lesson on completing algorithms with percents.

The teacher may wish to point out that this is an "application" of their mathematics lessons that is common in developing projections and predicting change. Use the word "Demographics" to explain how other factors must be included in projections.

This lesson also should increase student awareness of the importance of math and science course work when the increasing demand for technically skilled workers who have solid backgrounds in these subjects is considered.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:III-5	Assess the skills needed to cope with changing occupational requirements.
7-8:III-6	Describe how changing personal, social and economics needs relate to continued learning and training
7-8: VI-5	Describe the effects that societal changes, economics changes and technology have on occupational options.

MATHEMATICS OBJECTIVES:

MATH-SPS-EX, G1145	Read, interpret and construct bar graphs, line graphs and tables.
MATH-SPS-EX, H1149	Predict specific outcomes from a set of data, given that the present trend continues.
MATH-SPS-EX, I1158	Organize and use data to make predictions.

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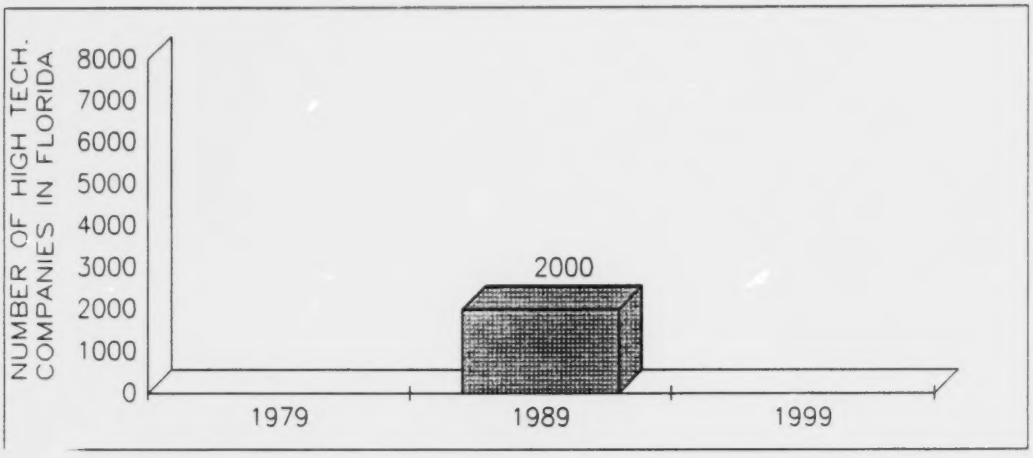
GROWTH OF HIGH TECHNOLOGY COMPANIES IN FLORIDA



PREDICTION 1999 - A PROBLEM FOR A SMALL GROUP TO SOLVE

By 1989 the number of high technology companies in Florida had increased by 244% to 200 companies. These companies hired about 150,000 high tech employees.

If the number of companies increased by 244% in the decade since 1979, about how many companies were in existence in 1979?

_____

If this trend continued into the next decade, about how many people would be hired in the high tech companies by 1999?

_____

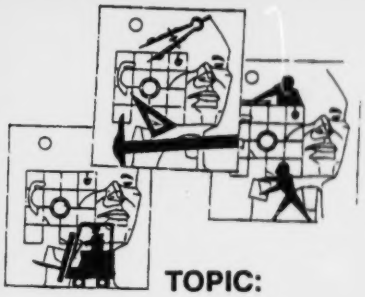
About how many high tech companies would be in Florida in the year 1999?

_____

Describe at least two factors that might affect the increase or decrease in the number of high tech employees needed in Florida by 1999.

1._____

2._____



MATHEMATICS
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Sources of Stereotyping Workers Who Use Mathematics

MATERIALS - INFORMATION NEEDED:

Media - Newspapers
T.V.
Magazines
Greeting cards, etc.

ACTIVITY:

a. Students collect examples from various media that reinforce or enhance perceptions of workers in predetermined roles considered to be appropriate for a gender, an age or a race. These career roles should involve mathematics skills as an everyday task in that occupation. Discuss how the media influences society's perceptions. Where do stereotypes regarding career workers begin?

b. Counteract the media impressions that promote stereotypes by collecting examples of non-traditional workers to begin a bulletin board. Indicate the worker's title and a typical task performed on the job using mathematics. Allow students opportunities to read the tasks and perhaps try to improve skills needed to perform them in class. Careers to look for might include the following:

Firefighter	Draftsman	Doctor	Pilot
Police Officer	Forester	Farmer	Racer
Astronaut	Mechanic	Chemist	Nurse
Carpenter	Engineer	Artist	Athlete

CAREER PREPARATION GOALS & OBJECTIVES:

7-8, IX, 1 Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

7-8, IX, 2 Describe problems, adjustments and advantages of entering a non-traditional occupation.

MATHEMATICS OBJECTIVES:

CFW-ALL COURSES Apply computational skills and problem - solving strategies to real - world problem.

FROM A COMMITTEE OF TEACHERS
IN ORANGE COUNTY FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
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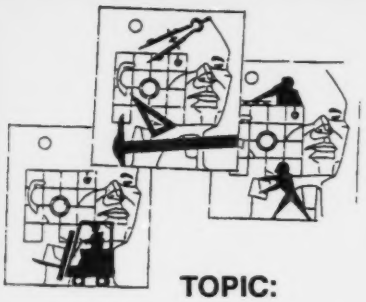
Mount non-typical or non-stereotyped occupations in a format similar to this example:

JOB TITLE

PICTURE

Typical problem or task performed on this job using_____skills:

Student's Name_____



MATHEMATICS
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Pay Check Deductions Are Gross

MATERIALS - INFORMATION NEEDED:

Students will need to have selected their top two preferred career clusters.

ACTIVITY:

A. Choose an occupation from the top two favorite clusters.

B. Have students calculate how much gross pay that person would earn annually and monthly when given the hourly rate of pay for a 40 hour work week.

C. Have students calculate how much gross pay that person would earn if each of the following hours were worked in one week:

10 hours per week
15 hour per week
20 hour per week

D. Have students calculate take home or net pay, use the gross pay in Step B from which students deduct a given percentage rate for income and social security taxes. Use the terms "gross pay" and "net pay" to assist students in using the language of personal finances. You supply the percentage rate for deductions. The effects of tax changes could be illustrated by using different rates.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8-VI,4 Demonstrate knowledge of the economic contributions career make to society.

MATHEMATICS OBJECTIVES:

MSPS-G,55 Multiply a 2-digit number and a 3-digit number.
SPS-EX-D,1058 Add, subtract, multiply and divide polynomials
CFW-MOST M/J MATH COURSES -14
Apply computational skills and problems solving strategies to real world problems.

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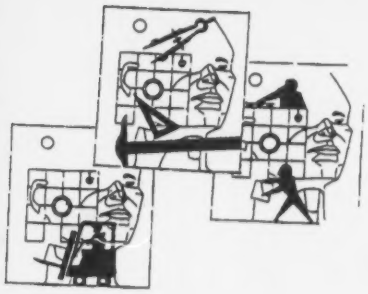
TOPIC:

Pay Check Deductions Are Gross

1. Social	a. Waiter/Waitress	$ 5.20
	b. Coach-sports	11.68
2. Science	a. Meteorologist	8.57
	b. Pilot	7.70
3. Manual	a. Decorator	7.21
	b. Carpenter	7.50
4.Verbal	a. Teacher	11.68
	b. Salesman	16.32
5. Arts	a. Florist	7.21
	b. Architect	13.75
6. Music	a. Electronics Technician	10.48
	b. Musician	10.00
7. Social Studies	a. Travel Agent	7.21
	b. Lawyer	10.62
8. Active Play	a. Lifeguard	7.21
	b. Farmer	7.88

***PAY IS HIGHLY VARIABLE BASED ON LOCATION, VOLUME OF WORK, DEMAND AND OTHER ECONOMIC AND PERSONAL FACTORS. THIS IS AN ESTIMATED PAY FROM A BROAD RANGE OF INCOMES FOR EACH OCCUPATION. THESE AVERAGES WERE BASED ON INFORMATION IN THE 1986-87 EDITION OF THE D.O.T.**



MATHEMATIC/TECHNOLOGY EDUCATION
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Builders

MATERIALS - INFORMATION NEEDED:

Paper, pencils, rulers

ACTIVITY:

This activity develops awareness of construction related careers. Tell students construction means building. Construction workers build many different structures from houses to sky scrapers, dams to highways and bridges, and from walls to runways.

a. Have students brainstorm a career list related to construction trades.

b. Encourage students to pretend to be an architect or draftsman and draw the interior of a home they would like to have. List people needed to complete the house, (have floor plans to show the students). These can be clipped from the real estate section of the newspaper or from a local project. This can be an outgrowth of a class on measuring distances.

c. Complete the career crossword puzzle.

d. Conduct discussion about the importance of mathematics skills to these careers. Speculate on ways each might use mathematics in their routine tasks. Discuss the sex role stereotypes of construction related careers and the role of women in construction. How has technology impacted tasks performed in construction trades. Identify new high tech inventions used in construction careers today. (Trace their history of measuring devices).

CAREER PREPARATION GOALS & OBJECTIVES:

6:XI, 4	Identify common occupations within selected career clusters.
6:IX, ALL	Understands how sex role stereotyping, bias and discrimination limit career choices, opportunity and achievement.

MATHEMATICS OBJECTIVES

CONTRIBUTED BY: J. ADKINS, C. BAROLET, M.J. BRACKETT, M. ESLER, E. MANFRED,

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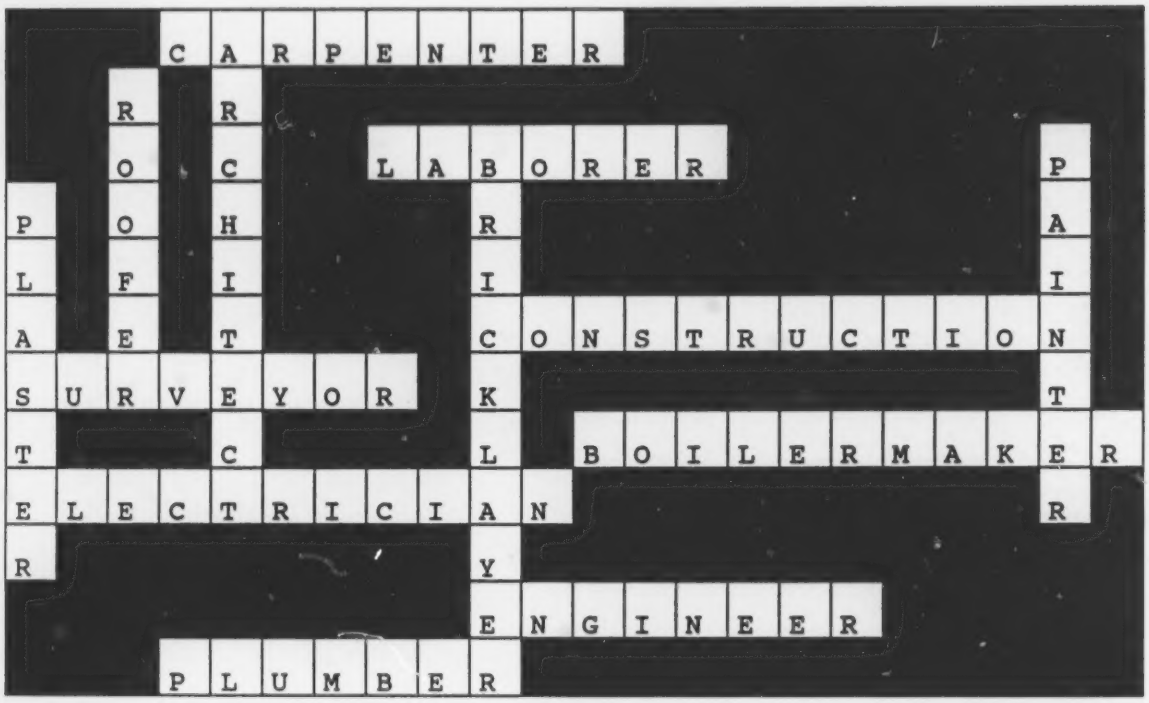
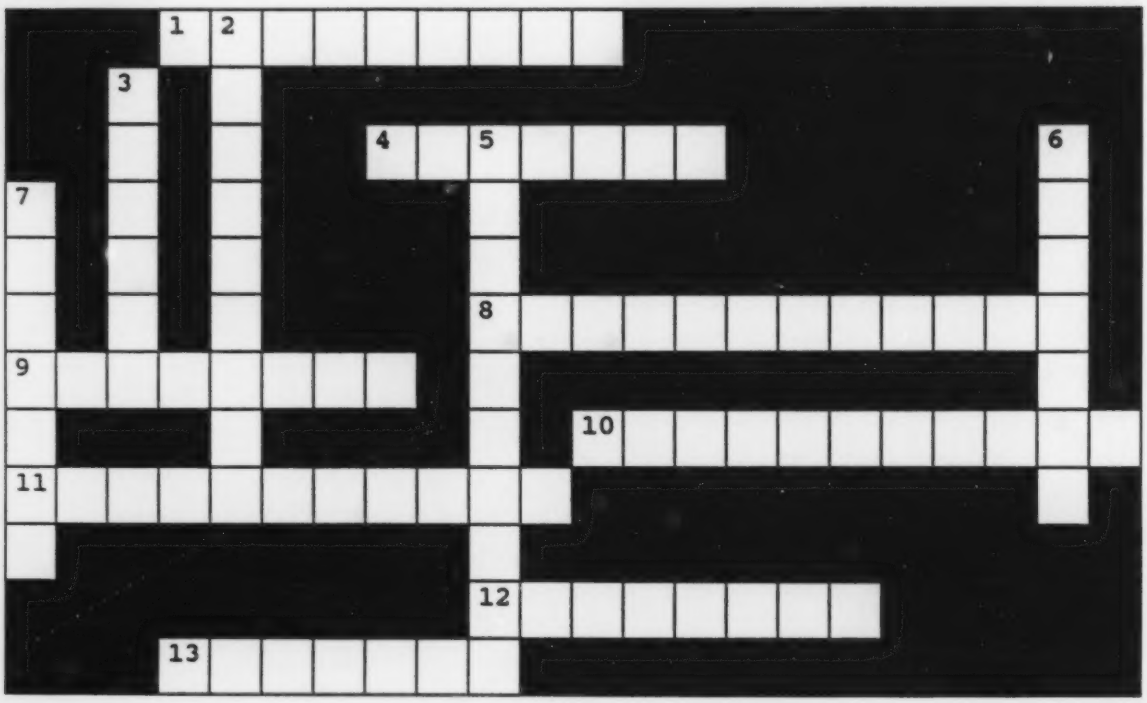
CAREER CROSSWORD



CAREER CROSSWORD



ACROSS

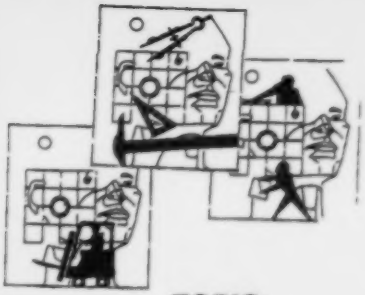
1. Constructs, finshes, and repairs wooden objects and structures.
4. Helps with menial tasks.
8. Makes or builds structures.
9. Measures and marks the location to be used for buildings.
10. Repairs boilers.
11. Plans and installs electrical wiring.
12. Plans a building and supervises its construction.
13. Installs and repairs plumbing.

DOWN

2. Designs and draws blueprints for a building.
3. Installs roofers.
5. Builds with brick, tiles, and cinderblocks.
6. Applies paint, varnish, or stain.
7. To make smooth by applying a sticky substance to walls.

MIDDLE GRADES
MISCELLANEOUS COURSES

MIDDLE GRADES
FINE ARTS



MUSIC
GRADE 6 - 8

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Local Careers in Music

MATERIALS - INFORMATION NEEDED:

Telephone books
Newspapers
Special city brochures

ACTIVITY:

Students will explore the availability of music careers in the local area.

a. Discuss with students the people, places and organizations in the area who are actively involved in musical arts in our surrounding area. Explain that in order to acquaint them with opportunities for employment or enjoyment in the music field, the class will design a musical directory.

b. Develop with the class categories in the directory such as; orchestra, stores, repair shops, teachers, radio and T.V., concert halls.

c. Assign students to work in small groups to compile listings of names, addresses and phone numbers of businesses and resources. Assemble the complete directory in a folder for classroom, school, and parent use.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:V, 3	Demonstrate skills in using available school and community resources to learn about careers.
7-8:V, 4	Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership/entrepreneurship.
7-8:V, 5	Identify individuals in occupations who might be an information resource or role model.

MUSIC OBJECTIVES:

MSPS:II, 9	Constantly display positive participation in music activities.

CONTRIBUTED BY DEBIE STANTON, A TEACHER AT
JACKSON MIDDLE SCHOOL, ORANGE COUNTY, FLORIDA

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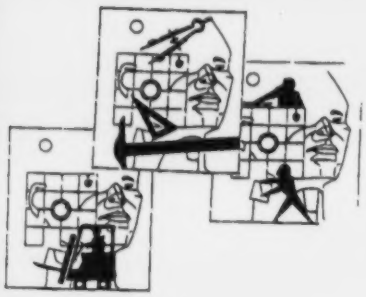

M/S ARTS
GRADE - SEVEN
010000 - 0100050

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career Puppet Shows: A Multi Disciplinary Project

MATERIALS - INFORMATION NEEDED:

Craft materials to make puppets
Boxes, fabric, paint or tempera to make stage and sets.

ACTIVITY:

a. In cooperation with the language arts teachers and the social studies teachers, the art teacher will assist students in the creation of their stage, etc., for a puppet show.

b. Students learn and present parts in the play. After practicing with classes in a lower grade, the best of the plays may be presented publicly to parents.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:I, 1	Describe how one's behavior influence the feelings and actions of others.
7-8:II, 1	Demonstrate concern and respect for feelings and interests of other.
7-8:II, 6	Demonstrate skills in dealing with criticism.
7-8:IV, 3	Demonstrate an understanding that personal traits are related to job success.

LANGUAGE ARTS OBJECTIVES:

CFW:ART APPREC, 1	Describe how the elements and principles are used in two and three dimensional works of arts to reflect the expressive qualities.

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IDEAS FOR PUPPETS

Puppets may be as simple or as elegant as you wish. Below are some of the possibilities:

FINGER PUPPETS

FELT STITCHED OR PAPER GLUED

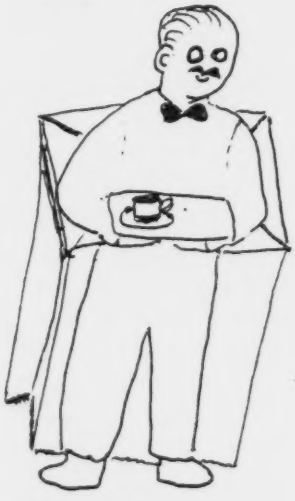
PAPER CUT OUTS GLUED TO A POPSICLE STICK

CUT OUT

TWO FINGER PAPER CUT OUT

HAND PUPPETS

FELT, FABRIC, PAPER SEWN OR GLUED

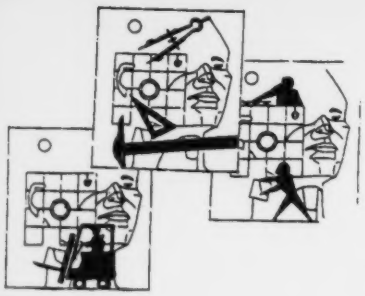


SMALL PAPER BAG

PAINTED HAND TOPPED WITH A HAT

Avoid stereo types by showing both sexes, using both pronouns, etc. Let the students' create their own ideas. Use patterns as models to stimulate ideas not to control them.

MIDDLE GRADES
STUDENT SERVICES



STUDENT SERVICES
GRADES - 6TH, 7TH, 8TH

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Business Partners' Career Lab: Applied Learning Work Stations.

MATERIALS - INFORMATION NEEDED:

List of steps to develop this project (provided)

ACTIVITY:

Finally, some boat builders amid all the rain predictors! This is a partnership project where businesses install a center with "LAPs" to guide the student in improving employability skills and applying skills learned in school work stations and performing tasks most representative of each business. The businesses develop the Learning Activity Packs for their stations. Design and furnishing the work station is also done by each business partner. The facilities, maintenance, and staff are provided by the education partners.

The steps taken to develop this project are provided in detail on the following pages.

Evaluation of students' employability skills is conducted by the business partners.

CAREER PREPARATION GOALS & OBJECTIVES:

6:VIII	Understand the value of personal responsibility, good work habits, and planning for career opportunities.
7-8:IV	Understand the attitudes necessary for success in work and learning.

STUDENT SERVICES OBJECTIVES:

SOC.ST. MSPS:A	The student will understand the forces, processes, and institutions involved in economic decision making.
L.A. MSPS:C	The student will demonstrate literal comprehension skills.
MATH. CFW:ALL	Apply computational skills... to read world problems.

CONTRIBUTED BY: EDDIE LISOWSKI, PINES MIDDLE SCHOOL, BROWARD COUNTY, FLORIDA

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STEPS IN DEVELOPING A BUSINESS PARTNERS' CAREER LAB

1. Sell the idea to the principle.
2. Find business partners to support the project by providing a complete work station.
3. Find a facility to house the career lab or center. Call on the city (mayor) for assistance if no space is available in the school. A portable or mobile space will work.
4. Contact local businesses and industries to support the project with LAP's and work station representing their jobs.
5. Meet with each business to jointly create original LAP activities to be used by middle grade students.
6. Allow businesses to decorate or display their job centers using their own marketing techniques. This should result in beautiful "Mall" effect.
7. Install computers for using Choices, Choices Jr. and/or Discover software.
8. Include reading materials for students to preview and read.
9. Allow all students to use the work stations, each one designed for 50 to 60 minutes of activities. To complete the entire lab should take 10 to 15 hours over a three year period. So, by scheduling each class biweekly, students would probably not repeat any of the activities while in middle school, particularly when new stations are being added. Develop a planned progression of stations and activities for a student over the middle school experience.

SAMPLES:

PROGRAM ACTIVITIES

Each participating vendor met to devise a strategy to create a specific "work station". LAP activities were developed to include elements from all academic disciplines. Some examples are:

McDonald's: Students previewed two videos about the organization. Next students role play customer situations with a third student using a checklist to mark off all the appropriate behaviors as displayed by the worker. Finally, students were given a gift certificate to redeem at the local franchise.

Pizza Hut: Students listened to an audio cassette tape about the pizza industry. Next, the students took orders from a pre-recorded tape of actual phone calls. Finally, students proceeded to list the orders, and routes of the deliveries, on company maps and forms. In addition, students were asked to calculates sales tax and total tip percentages.

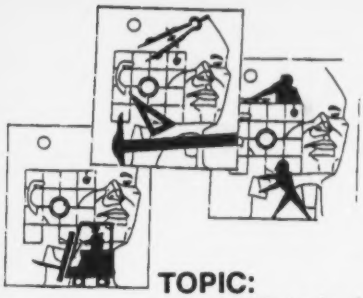
Publix: Set up supermarket shelving. Developed lap packet marketing kits whereby the students created their own supermarket. The Publix manager created marketing themes to assist students with their displays. Examples were: Canned foods, household goods.

Coca-Cola: Students might first complete the sales workbook developed by Coca-Cola-USA. Next, the students might create a display using canned (dummy) Coke products. Finally, students will visit a Publix to evaluate the Coca-Cola aisle, then send in comments to the local bottling company.

SUGGESTED TIME LINE FOR ACTIVITIES AND IMPLEMENTATION

August	Meet to discuss plans for career lab.
September	Begin identifying and procure 10 local businesses to build and sponsor work station activities for the career lab.
February	Invite local businesses to build and set up their work stations.
March	Ribbon Cutting Ceremony with Board Members, Mayor, local businesses, as well as Drop-out Prevention classes in attendance. It should be noted that this week is National Middle School Week.
May	Survey students and teachers about progress of career lab.
June	Meet with local businesses to expand and improve labs.
August	Submit formal report to School Board and participating organizations.

MIDDLE GRADES VOCATIONAL



HEALTH/VOCATIONAL EDUCATION
8415100
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Historical Events and Silver Linings: Health Career Time Lines.
(An intra disciplinary activity)

MATERIALS - INFORMATION NEEDED:

Health Occupation teacher and American History teacher can plan the activity as a team. Both teachers will need resources which will provide the information regarding historical events (major) and development of major advances (ex: discovery of ether, penicillin, sulfa drugs, x-ray, etc.).

ACTIVITY:

The student will be given a blank time-line with the instructions to write in the major world events that are historical on top of the line (ex: WWI, WWII, Space Shot) and the major breakthroughs in health care delivery on the bottom of the line. The decades can be built in to the line before giving it to the student. This provides an excellent opportunity for the two teachers to co-present a lesson that will help the student understand the interrelationship between historical events and developments in technology. The students can then make a predicted time-line for future developments.

Include discussion about changes in health careers resulting from the impact of both the historical events and the resulting discoveries or technological advances.

Students will be graded on the amount of research and the degree to which the student is able to interrelate the two events. Once the time-lines are discussed in class, the two teachers can use the information developed by the students to prepare exam questions.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI, 5	Describe the effect that societal changes, economic changes and technology advancement have on occupations.

VOCATIONAL OBJECTIVES:

8425100	Identify the characteristics and components of the health care delivery systems, using acceptable terminology. (HSO)
CFW:10,6	List the major advances that transformed health care in the 19th and 20th centuries.
7	List new developments which will affect future health care.

SOCIAL STUDIES OBJECTIVES:

MSPS:D, 8	Demonstrate an understanding of chronology.
MSPS:E, 1	Recognize cause and effect relationships of historical events.
2100020-CFW:II, 7	Analyze how cause and effect relationships precipitate change in the development of the United States.

CONTRIBUTED BY: SANDRA HARWELL
LAKE GIBSON SR. HIGH, POLK COUNTY, FLORIDA

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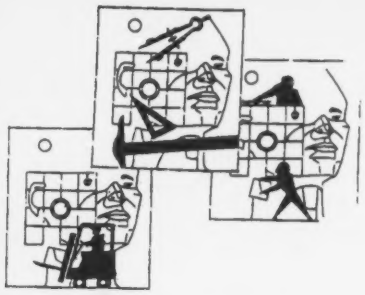

VOCATIONAL
8100210M
GRADE 6 - 8

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Agribusiness Research

MATERIALS - INFORMATION NEEDED:

One - half pint milk carton
Lima bean seeds
Soil
Data sheet
Magic marker

ACTIVITY:

Students will develop an understanding of the research that is involved in agribusiness by conducting their own investigation. Students will observe the effects of overcrowding plants in limited growing spaces.

a. Distribute milk cartons and have students put their names on them. Students should then fill the carton 3/4 full of soil. Divide class into 3 groups (A, B & C). Students in Group A are given 2 seeds to plant, Group B is given 5, and Group C gets 15 seeds to plant in milk cartons. Have the student write the letter of their group on the side of the milk carton.

b. Divide the class into groups of 3, each group having a representative from groups A, B, and C.

c. Distribute work sheets. Record results on Monday, Wednesday and Friday of each week, Encourage students to brainstorm occupation in agribusiness that perform this type of research or benefit from it.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VII, 2 Identify the various work functions in relationship to academic skills and achievement.

VOCATIONAL AGRICULTURE & SCIENCE OBJECTIVES:

AGRI:8100210M	Observe, measure and record plant growth in a variety of controlled conditions.
SCI-MSPS:D, 109	Identify the essential features in the maintenance and propagation of plants.

CONTRIBUTED BY CARL ROBISON, A TEACHER AT
HOWARD MIDDLE SCHOOL, ORANGE COUNTY, FLORIDA

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MY MILK CARTON IS LABELED ____ (A, B OR C)

I HAVE PLANTED ____ (2, 5 OR 15)

COLLECT YOUR DATA EACH MONDAY, WEDNESDAY, AND FRIDAY.

	DATE	NO. OF SPROUTS	HEIGHT OF TALLEST SPROUT	LENGTH OF LARGEST LEAF
WEEK # 1				
WEEK # 2				
WEEK # 3				
WEEK # 4				
WEEK # 5				

NAME_____

COMPARE YOUR DATA WITH THE OTHER 2 MEMBERS OF YOUR GROUP

MIDDLE GRADES LANGUAGE ARTS

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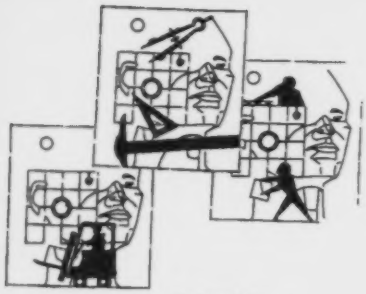

LANGUAGE ARTS
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Work: One Man's Labor is Another Man's Play

MATERIALS - INFORMATION NEEDED:

A dictionary should be available for the student who thinks about finding a formal definition to confirm the class version of "work." Quotations about work could be posted after the class comes up with a definition (several are included).

ACTIVITY:

Lead a brainstorming session in which each student has an opportunity to contribute a personal definition of work. Each contribution may be posted on the chalkboard to aid in the process of refining a definition of each idea without repetition. State ideas just once.

Post the composite definition when the discussion results in compromises acceptable to everyone. After several days, call attention to the definition by asking if students want to change anything.

Continue to prominently post this definition for work while follow-up discussions are held on the origins of work, why leisure is also essential and how our avocations may be related to both leisure and work.

CAREER PREPARATION GOALS & OBJECTIVE:

6-X	Demonstrate a knowledge of the inter-relationships of life styles, and careers.
6-x,3	Identify personal goals that might be satisfied through a combination of work, community, social, and family roles.
6-x,4	Assess personal leisure time choices in relationship to one's developing life style and the attainment of future educational and career goals.

LANGUAGE ARTS OBJECTIVES:

MSPS-READING A	1) The student will identify frequently used words by sight
A	2) Identify the meanings of frequently used words presented in context.
CFW-ALL COURSES	Demonstrate literal, inferential and evaluative reading comprehensive skills.

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SAMPLES:

Ideas About the Concept of work

"WORK IS MUCH MORE FUN THAN FUN."

Sir Noel Coward (1899-1973)

"A MAN IS A SUCCESS IF HE GETS UP IN THE MORNING AND GETS TO BED AT NIGHT, AND IN BETWEEN HE DOES WHAT HE WANTS TO."

Bob Dylan (1941-)

"WORK IS LOVE MADE VISIBLE."

Kahlil Gibran (1883-1931)

"THE HARDEST WORK OF ALL IS TO DO NOTHING."

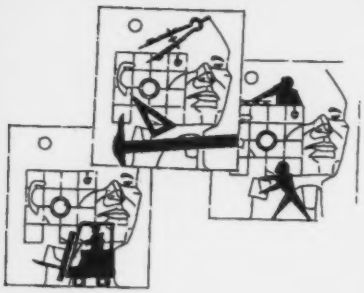
Jewish folk saying

"TO LOVE WHAT YOU DO AND FEEL THAT IT MATTERS- HOW COULD ANYTHING BE MORE FUN."

Katherine Graham (1917-)

"IT IS BETTER TO HAVE A PERMANENT INCOME THAN TO BE FASCINATING."

Oscar Wilde (1854-1900)



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Language is in All Career Clusters

MATERIALS - INFORMATION NEEDED:

Career Cluster Job lists (provided)
Cluster lists (provided)

ACTIVITY:

Students may work in small groups to brainstorm examples where Language Arts (Reading, Writing, Speaking) is needed in each of the twelve clusters on the work sheet.

CAREER PREPARATION GOALS & OBJECTIVES:

6-VII,1	Describe the importance of academics and vocational knowledge and skills in the world of work.

LANGUAGE ARTS OBJECTIVES:

CFW-ALL	Relate competency, interest etc. in language arts to success in various careers.

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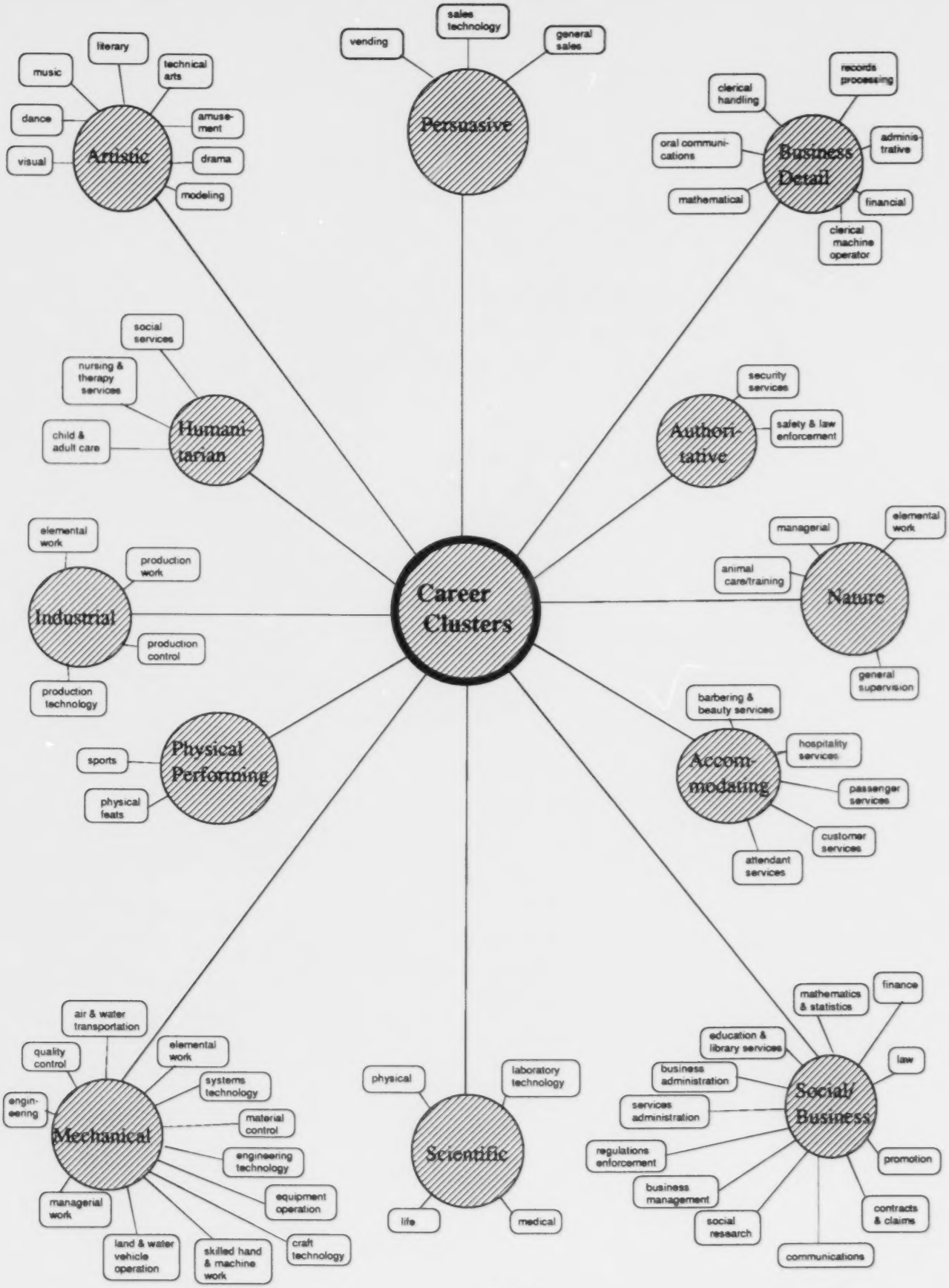
SIXTH GRADE - LANGUAGE ARTS

LOOK AT THE LIST OF JOBS UNDER THE CAREER CLUSTERS. HOW IS LANGUAGE ARTS USED IN THE EIGHT CAREER CLUSTERS?

Specific example where Language Arts is needed?

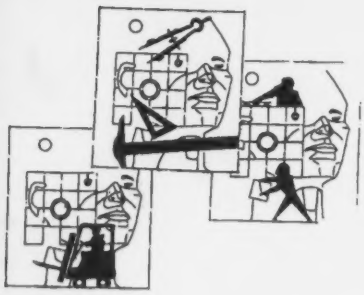
1. Artistic
   a. _____
   b. _____
2. Scientific
   a. _____
   b. _____
3. Nature
   a. _____
   b. _____
4. Authority
   a. _____
   b. _____
5. Mechanical
   a. _____
   b. _____
6. Industrial
   a. _____
   b. _____
7. Physical Performing
   a. _____
   b. _____
8. Humanitarian
   a. _____
   b. _____
9. Accommodating
   a. _____
   b. _____
10. Social Business
    a. _____
    b. _____
11. Persuasive
    a. _____
    b. _____
12. Business Detail
    a. _____
    b. _____


Career Clusters
Artistic
literary
technical arts
music
dance
amusement
visual
drama
modeling
Persuasive
sales technology
vending
general sales
Business Detail
records processing
clerical handling
administrative
oral communications
financial
mathematical
clerical machine operator
Humanitarian
social services
nursing & therapy services
child & adult care
Authoritative
security services
safety & law enforcement
Industrial
elemental work
production work
production control
production technology
Nature
managerial
elemental work
animal care/training
general supervision
Physical Performing
sports
physical feats
Accommodating
barbering & beauty services
hospitality services
passenger services
customer services
attendant services
Mechanical
air & water transportation
quality control
elemental work
systems technology
engineering
material control
engineering technology
equipment operation
managerial work
land & water vehicle operation
skilled hand & machine work
craft technology
Scientific
physical
laboratory technology
life
medical
Social/ Business
mathematics & statistics
finance
education & library services
law
business administration
services administration
regulations enforcement
promotion
business management
contracts & claims
social research
communications

Twelve Career Clusters

Artistic	arts	aerial photographer, glazier
	music	teacher, singer
	dance	teacher choreographer
	amuse-ment	announcer
	visual	graphic designer, cartoonist,
	drama	actor, director
	modeling	instructor, model
	literary	writer, editor
Humanitar-ian	social services	psychologist, clergy, deans
	nursing & therapy services	nurses, therapists
	child & adult care	nursery school attendant, crossing guard
Industrial	production work	press operator, dry cleaner, candy maker
	production technology	loom fixer, molder, taster, glass blower
	elemental work	gluer, miller, weaver, polisher, lever tender
	production control	lab tester, egg candler, grader-poultry
Physical Performing	physical feats	acrobat, juggle, rodeo
	sports	coach, umpire, jockey
Mechanical	quality control	cargo inspector
	engineer-ing	architect, aerodynamist, waste management engineer
	skilled hand & machine work	film developer, blaster, stage technician
	managerial work	flight control manager, mine supervisor
	craft technology	plasterer, carpenter, house builder
	equipment operation	hoist operator, bulldozer operator
	egineering technology	drafter- cartographic,navigator, flight engineer
	material control	meter reader, parts clerk
	systems technology	water treatment plant operator
	elemental work	kitchen helper, cleaner-hospital, garbage collector
	air & water transporta-tion	flying instructor,pilot,tugboat captain
	land and water vehicle operation	truck drivers, deck hands

Business Detail	clerical machine operator	typist, food checker
	clerical handling	deliverer, file clerk, messenger
	records processing	travel clerk, mail carrier
	financial	cashier, bank teller
	oral commu-nication	hotel clerk, dispatchers
	administrative	school secretary, court clerk
	mathmatical	bookkeeper, payroll clerk
Persuasive	sales technology	sales agent, pawnbroker, peddler, vender
	general sales	wholeseller, retailer, auctioneer
Nature	animal care/ training	horse shoer,dog groomer, horse trainer
	general supervision	supervisor of parks, vineyards
	elemental work	cowpuncher, trapper, logger
	managerial	fish farmer, animal breeder
Accommo-dating	barbering & beauty service	barber, cosmetologist
	hospitality service	social director, butler flight attendant
	passenger services	bus driver, chauffeur
	customer services	fast food server, sales clerk
	attendant services	baggage checker, ticket taker, bell hop
Social / Business	services ad-ministration	principal, curator, superintendent
	mathematics & statistics	actuary, software technician, systems analyst
	business management	hotel manager, store manager
	social research	economist, archivist, urban planner
	contracts & claims	claims adjuster, real estate agent
	finance	trust officer, treasurer
	education & library service	librarian, teacher county agriculture agent
	promotion	foreign service, lobbyist
	law	lawyer, judge, magistrate
	communica-tions	editor, reporter, translator,newscaster
	regulations enforcement	investigator, mine inspector
	business ad-ministration	station manager, airport manager
Scientific	laboratory-technology	criminologist,enbalmer, cyrotechnologist
	physical	physicist, astronomer, geologist
	medical	pediatrician, dentist, veterinarian
	life	entomologist,botanist, biochemist
Authorita-tive	safety & law enforcement	harbor master, policechief, firechief, detective
	security services	jailer, bodyguard,gatetender, borderguard



LANGUAGE ARTS
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

A Career Cluster Catalogue

MATERIAL - INFORMATION NEEDED:

4 x 6 cards (three per student)
4 x 6 file box
Dividers (4 x 6) labeled by clusters (12)

ACTIVITY:

Activity I:

a. Have students write job titles from the career list on 4 x 6 cards (one job per card, with the title written in the upper right corner) or cut out and use the career strips (provided on the following pages).

b. Place all cards or strips in a bag or box for drawing.

c. Have each student draw three (+/-) cards/strips with a job title listed.

d. Have students research the jobs on their card/strips and complete the information shown on the teacher's examples.

e. File cards in the box by clusters (12).

f. Encourage students to add to the file throughout the year as they become aware of new careers of particular interest.

CAREER PREPARATION GOALS & OBJECTIVES:

6-VIII,3	Demonstrate an understanding of the importance of personal traits to job success.

LANGUAGE ARTS OBJECTIVES:

MSPS-WRITING,A10	Classify words naming objects with similar characteristics under appropriate headings.
MSPS-WRITING,A-11	Organize given information related to a single topic
CFW-1001000,10	Demonstrate a knowledge of fundamental reference and study skills.

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
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CAREER CLUSTER CATALOGUE

CAREER CLUSTER CARDS

FRONT

CLUSTER JOB

Salary Range: Hours:
Job Description:

Working Conditions:

Education/Training:

BACK

Special Talents:

Personality Traits:

Outlook:

Value to Society:

CAREER CLUSTER WORKSHEET

NAME:_____ **DATE:**_____

PERIOD:_____

1. CLUSTER NAME: _____

2. Job:_____

3. Salary Range:_____

4. What part of the job description and working conditions do you like? _____
_____

5. What part of the job description and working conditions do you not like?_____
_____

6. How many more years of school would you have to complete for this job?
_____

7. What special training would you need? _____
_____

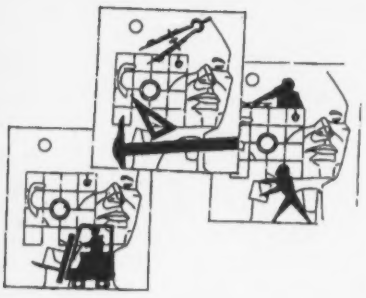
8. Where do you think you could get this special training?

a. Vocational school b. Technical school
c. College d. After school job

e. On - the - job

9. Which of the special talents and personality traits do you have?
_____
_____

10. What hobbies do you have that would help you with this job?
_____



LANGUAGE ARTS
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Read Newspaper Ads for Career Information

MATERIALS - INFORMATION NEEDED:

Newspaper classified sections
Scissors
Glue
Poster or notebook paper
Career Cluster Catalogue (Card file developed earlier)

ACTIVITY:

a. Have students clip want ads from a local paper and arrange on a bulletin board by clusters OR
Have groups of two to four make a booklet of want ads arranged by clusters (a longer term activity).

b. List similarities of job characteristics within a cluster from the poster or booklets above.

c. Choose two or three ads of special interest. Circle the facts. Underline the opinions. Then explain why those ads were chosen.

d. Group the jobs from (c) into clusters. If any, of the jobs are not yet in the Career Cluster Catalogue (card file), make up new cards for them. Research on the career may be completed later (extra credit work, possibly).

CAREER PREPARATION GOALS & OBJECTIVES:

6:IX,2 Understand terms and concepts used in describing employment opportunities and conditions.

LANGUAGE ARTS OBJECTIVES:

CFW1001020,II-10 Apply study skills such as gathering and summarizing information. Taking organized notes, and using test taking skills.

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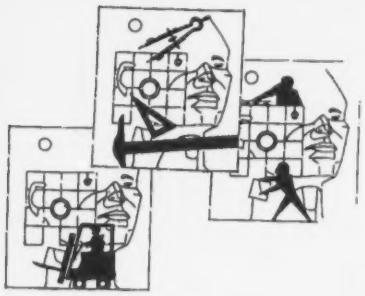

LANGUAGE ART
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Writing About Careers

MATERIALS - INFORMATION NEEDED:

Career Cluster List (provided)

ACTIVITY:

Have students select one of their two favorite career clusters. Have students follow these directions using their chosen cluster. You may select or have students do all activities.

a. Write a paragraph explaining why you feel you would enjoy a job in this cluster. Include at least three reasons to support your explanation.

b. Write a want ad for one of the jobs in your cluster.

c. Your space ship has landed on an unknown planet. Describe the careers of the inhabitants there. Give supporting information for selecting those careers.

d. Choose a career from your cluster. Write a paragraph to convince someone to go into that career. Include at least two reasons besides salary which would make that career desirable.

e. Write a business letter to a person in your community who works at one of the careers in your cluster to compare (confirm) your library research with a person who has actual experience in the career.

CAREER PREPARATION GOALS & OBJECTIVES:

6:VIII,4	Relate knowledge of one's personal traits to a variety of occupations.
6:IX,1	Demonstrate the importance of personal qualities to getting and keeping a job.

LANGUAGE ARTS OBJECTIVES:

MSPS-B,20	Organize information related to a single topic.
MSPS-C,24	Write at least three sentences related to one topic.
MSPS-E,38	Write a simple business letter when specific information is given.

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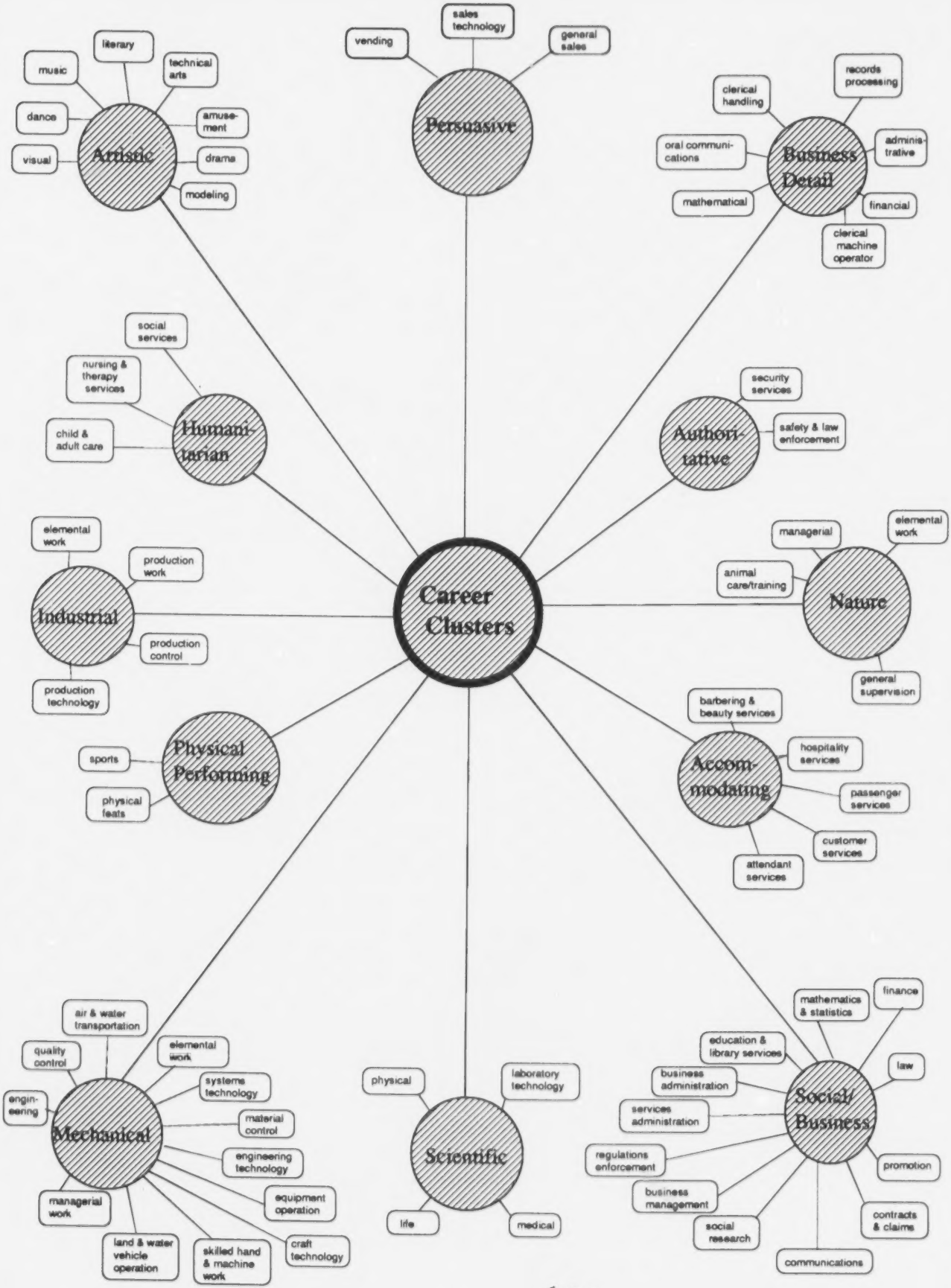
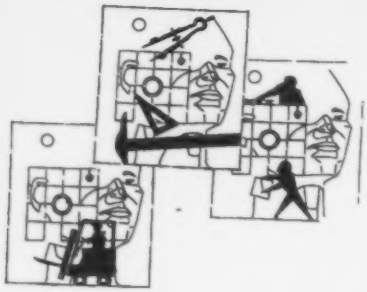

Career Clusters
Artistic
literary
music
technical arts
dance
amusement
visual
drama
modeling
Persuasive
sales technology
vending
general sales
Business Detail
records processing
clerical handling
administrative
oral communications
mathematical
financial
clerical machine operator
Humanitarian
social services
nursing & therapy services
child & adult care
Authoritative
security services
safety & law enforcement
Industrial
elemental work
production work
production control
production technology
Nature
managerial
elemental work
animal care/training
general supervision
Physical Performing
sports
physical feats
Accommodating
barbering & beauty services
hospitality services
passenger services
customer services
attendant services
Mechanical
air & water transportation
quality control
elemental work
engineering
systems technology
material control
engineering technology
equipment operation
craft technology
managerial work
land & water vehicle operation
skilled hand & machine work
Scientific
physical
laboratory technology
life
medical
Social/ Business
mathematics & statistics
finance
education & library services
law
business administration
services administration
regulations enforcement
promotion
business management
contracts & claims
social research
communications



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career Crossword Puzzle: Language Arts Related Careers

MATERIALS - INFORMATION NEEDED:

Puzzle (provided)

ACTIVITY:

a. Allow students to complete the crossword puzzle with a partner. As a clue, you may want to be sure any related occupations are among occupations on a language arts related careers list posted somewhere in your room.

b. Discuss careers that must work with abbreviations frequently. Examples are mail carriers, delivery service drivers, secretaries, mail order clerks, etc.

CAREER PREPARATION GOALS & OBJECTIVES:

6:VII, 2	Identify skills and knowledge taught in school that are needed in various occupational clusters.
6:II	Practices skills for interacting with others.

LANGUAGE ARTS OBJECTIVES:

MSPS:A, 4	Identify the meaning of abbreviations.

ADAPTED FROM AN IDEA
FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY FLORIDA

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Tallahassee, Florida
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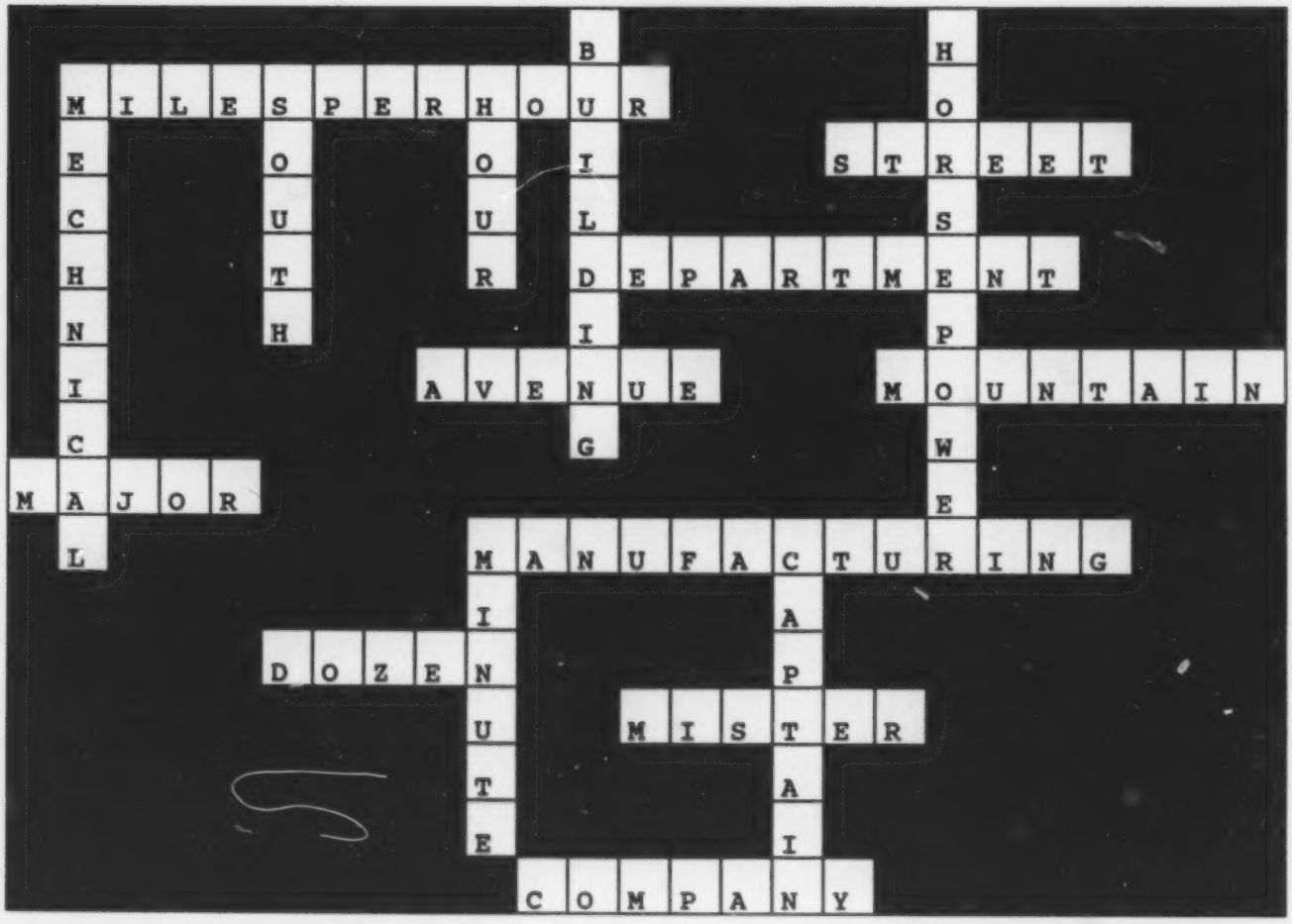
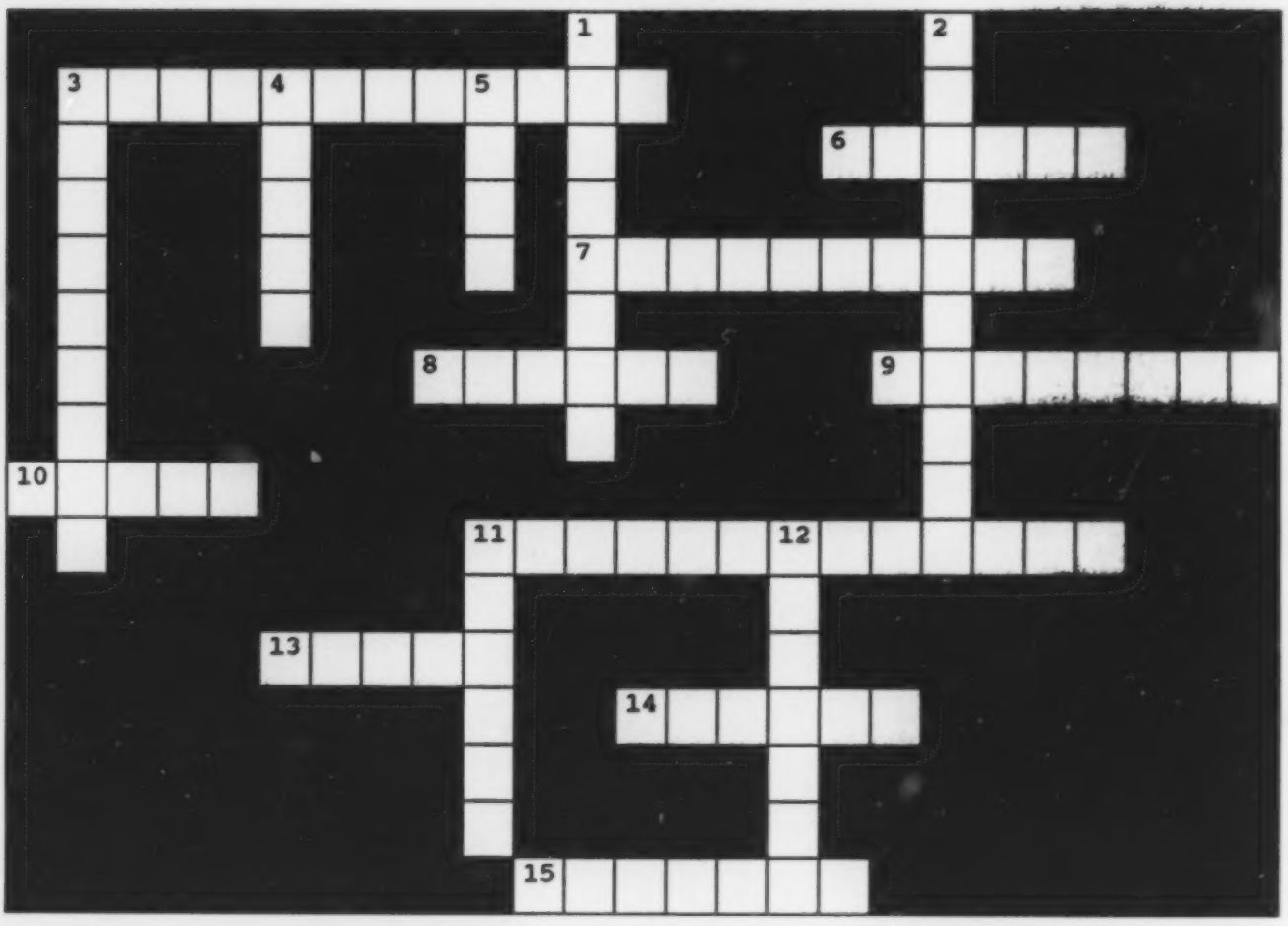
ABBREVIATIONS



ABBREVIATIONS

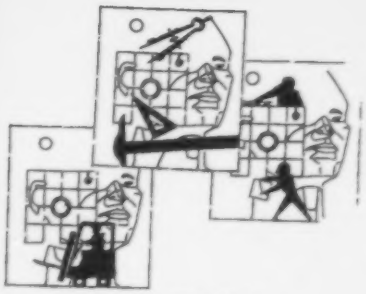


ACROSS

3. Mph.
6. St.
7. Dept.
8. Ave.
9. Mt.
10. Maj.
11. Mfg.
13. Doz.
14. Mr.
15. Co.

DOWN

1. Bldg.
2. Hp.
3. Mech.
4. So.
5. Hr.
11. Min.
12. Capt.



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

A Personal Self - Awareness Diary for a Week

MATERIALS - INFORMATION NEEDED:

Diary pages with sentence stems (provided)
Mushroom patch (provided)

ACTIVITY:

This activity will provide opportunities for students to reflect on their preferences and the behavioral responses to the influence of others. Students may be encouraged to be very private in this self - awareness activity and to respect the rights of others to be private also.

a. Have students keep a diary for a week. The diary, attached, includes two activities. The first is a self awareness exercise that uses stems to stimulate thought. The second activity is a mood graph that leads students through a process of assessing their moods and assessing how particular other people have influenced them in the day.

b. A final activity is included for the last day of the diary. It is a mushroom patch in which students write out short information and descriptions of themselves on mushrooms. The diary should give students some ideas for filling in the answers on the mushrooms.

c. Tactfully direct students through this activity, providing opportunities for private, follow-up conversations with appropriate helping persons if the students requests this.

CAREER PREPARATION GOALS & OBJECTIVES:

6:I, 4	Identify environmental influences on the attitude, behavior and aptitudes and how they help determine self uniqueness.
6:II, 1	Identify experiences that are significant emotional events.
6:III, 2	Demonstrate positive ways of dealing with various emotions, conflicts, and stress.

LANGUAGE ARTS OBJECTIVES:

SPS:EX, 1038	Write to express or explore opinions, emotions, ideas or problems.
SPS:EX, 1039	Write for personal satisfaction.

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MONDAY

1. I like being able to

   a.
   b.
   c.

2. I hate it when I

   a.
   b.
   c.

3. I feel really good when I

   a.
   b.
   c.

4. My mother

   a.
   b.
   c.

Mood Graph

Rate each day on a scale of 1 to 10 with 10 being the best, the happiest.

Monday	Number	Describe Your Day
_____	_____	_____
		_____
		_____
		_____
		_____

Identify Influences

What happened?	What person or thing influenced it?	How did it make you feel?	Why did it make you feel that way

TUESDAY

1. My father

   a.
   b.
   c.

2. When I am yelled at, I

   a.
   b.
   c.

3. I wish I could

   a.
   b.
   c.

4. I want tomorrow to be the day that

   a.
   b.
   c.

Mood Graph

Rate each day on a scale of 1 to 10 with 10 being the best, the happiest.

Tuesday	Number	Describe Your Day
_____	_____	_____
		_____
		_____
		_____
		_____

Identify Influences

What happened?	What person or thing influenced it?	How did it make you feel?	Why did it make you feel that way

WEDNESDAY

1. Things happened today that made me feel

   a.
   b.
   c.

2. If I had no friends, I would

   a.
   b.
   c.

3. My friends make me feel

   a.
   b.
   c.

4. I cry when

   a.
   b.
   c.

Mood Graph

Rate each day on a scale of 1 to 10 with 10 being the best, the happiest.

Wednesday	Number	Describe Your Day
_____	_____	_____
		_____
		_____
		_____
		_____

Identify Influences

What happened?	What person or thing influenced it?	How did it make you feel?	Why did it make you feel that way

THURSDAY

1. My most embarrassing moment was when

   a.
   b.
   c.

2. I am happiest when

   a.
   b.
   c.

3. I wish I didn't have to

   a.
   b.
   c.

4. When I get out of school, I want to

   a.
   b.
   c.

Mood Graph

Rate each day on a scale of 1 to 10 with 10 being the best, the happiest.

Thursday	Number	Describe Your Day
_____	_____	_____
		_____
		_____
		_____
		_____

Identify Influences

What happened?	What person or thing influenced it?	How did it make you feel?	Why did it make you feel that way

FRIDAY

1. Sometimes I have a great desire to

   a.
   b.
   c.

2. The best teachers are those who

   a.
   b.
   c.

3. I get very sad when

   a.
   b.
   c.

4. I want tomorrow to be the day that

   a.
   b.
   c.

Mood Graph

Rate each day on a scale of 1 to 10 with 10 being the best, the happiest.

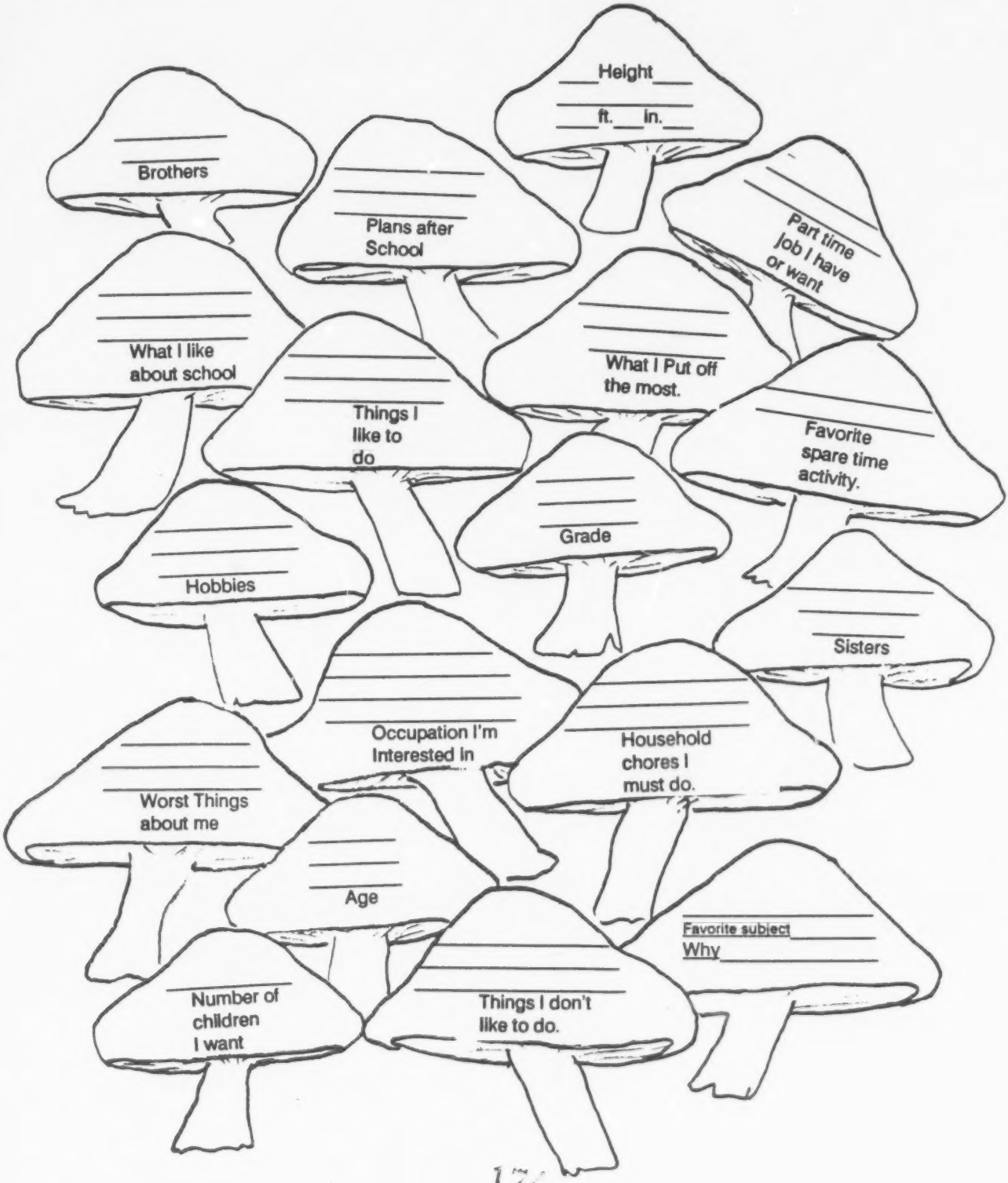
Friday	Number	Describe Your Day
_____	____	_____
		_____
		_____
		_____
		_____

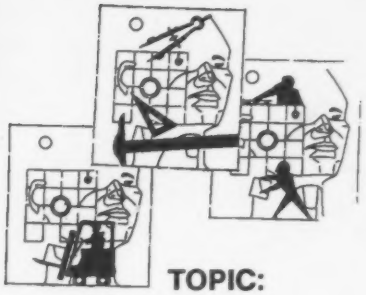
Identify Influences

What happened?	What person or thing influenced it?	How did it make you feel?	Why did it make you feel that way

MUSHROOM PATCH

Fill in each mushroom.





LANGUAGE ARTS
GRADE - SIX

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Investigating Personal Self Esteem: A Writing Assignment

MATERIALS - INFORMATION NEEDED:

Abilities list with questions (provided, but optional)

ACTIVITY:

The students will explore the beliefs and opinions he or she has about particular abilities and his or her success in using each ability.

a. The teacher will explain that the sum total of many different beliefs about one's self result in a general perception of self called self esteem. Placing unreasonable value on success or failure in using some abilities can damage one's self esteem at least temporarily. Lead the class in a brief discussion about ways one can improve how they feel about themselves. These might include keeping a sense of humor, doing something you do well after a failure, talking positively to yourself; being compassionate with yourself, practicing more, etc.

b. Following the discussion, have the class write a short paper emphasizing three skills or abilities used well and one not used well. Strength bombardments may help some students who have a particularly difficult time with this exercise. This done by having each classmate tell a student what good skills or attributes they see that student demonstrating frequently.

Have the class write a short paragraph about something they have observed that student doing very well. Then read these aloud after scanning to eliminate negative messages. Abilities related to careers are listed, but students may use other abilities in their selection. Questions are also listed to assist students in structuring their responses. Definitions for these skills or abilities can be found in Worker Trait Group Guide from your school library.

CAREER PREPARATION GOALS & OBJECTIVES:

6I,6	Demonstrate an understanding of self as it relates to the development of positive self concept.

LANGUAGE ARTS OBJECTIVES:

MSPS:READING -E,23	Distinguish between facts and opinions in paragraph.
SPS - EX, A - 1014	Write a narrative based upon personal experience and/or interviews.

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SKILLS AND ABILITIES RELATED TO CAREERS

Select 3 which you use well to write about. Then select one skill or ability which you do not use very well to write about.

Learning/Comprehension
Spatial
Depth Perception
Clerical Perception
Form Perception
Esthetic Perception
Motor Coordination
Finger Dexterity
Manual Dexterity
Color Discrimination
Imagination
Physical Strength
Physical Stamina
Numerical
Verblization/Communication
Composure
Adaptability
Versatility
Leadership
Coping
Judgement
Social
Accuracy
Diligent
Analytical
Organization
Critical Thinking
Decisiveness
Physical Movement

QUESTIONS ABOUT PERSONAL ABILITIES OR SKILLS

Answer questions such as these to determine your self concept regarding each skill or ability from the list above. Use declarative sentences to state your answers. Then use these statements in your paper.

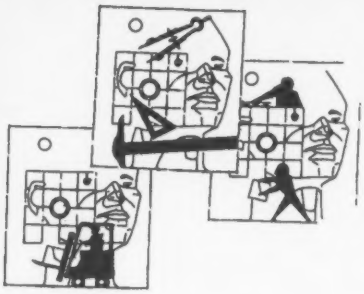
1. Do I know enough to use this ability?

2. How important is it to me to use this skill or ability?

3. How much do I like using this skill or ability?

4. How good am I at using this skill or ability?

5. Should I try to use this skill or ability better instead of developing other skills or abilities I have. If so, how can I use it?



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

High Touch Book Reports

MATERIALS - INFORMATION NEEDED

Varies with students' choice of options

ACTIVITY:

Have students pick a book that emphasizes careers in some way. Biographies, books about sports figures, how to books are acceptable. Students then will pick which one of the following reports they want to do:

a. Write a diary from the point of view of one of the characters, or from the point of view of someone who might be working in the area the book covers. Students should emphasize self awareness, feeling, problem solving, and the nature of work.

b. Design a book cover. The design should include pictures or graphics as well as the title and author. The back cover may include a summary and review.

c. Book advertising campaign. After students have looked at book ads in the newspaper and in magazines, have them design a campaign for their books. The campaign should include summary and review as well as some catchy phrases to describe and entice.

d. Diorama. Students build a design around a key scene in the book, using a cardboard box and figures that they make.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:VI Relate personal attitudes beliefs, interests, and abilities to career profiles.

LANGUAGE ARTS OBJECTIVES:

SPS:EX,B 1022 Write an analysis of a literary character which includes discussion of motivational influences, as well as patterns of behavior.

SPS:EX,B 1025 Write a paper to persuade a specific audience to accept a dearly defined viewpoint.

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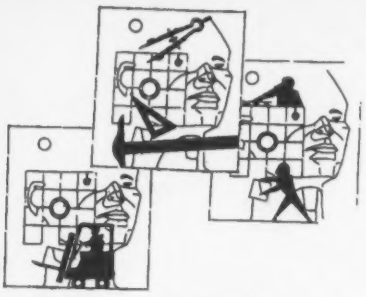

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

An Opinion: How Career Choice Impacts One's Life Style

MATERIAL - INFORMATION NEEDED:

Career Information references such as:

Worker Trait Group Guide
Occu Facts
Dictionary of Occupational Titles
The Occupational Outlook Handbook
News clips magazine articles, books (autobiographies on fiction) interviews, television.

ACTIVITY:

a. Have students analyze all factors about an occupation (selected by the teacher). Then have them determine the probable life style resulting from the job requirements and demands, as well as the technology implications for that occupation. The data collection could include written references, personal observations and interviews. Integrate a lesson on communication or interviews skills in preparation for talking with those employed in the assigned field or to their family members.

The social studies teachers could also coordinate lessons related to cultural and environmental impact on life styles with this lesson. The math teacher could coordinate their lessons on personal money management and life style with this activity also. Group participation in planned data collection for an occupation is desirable to avoid duplications in requests for information by different students.

b. Individual students then prepare an opinion paper on the impact of that career on one's future life style. Inferences and opinions are permitted, but should be presented with some supporting evidence.

EXAMPLES: Interstate semi truck driver, homicide detective, gardener.

CAREER PREPARATION GOALS & OBJECTIVES:

6X,5	Discuss advantages and disadvantages of various life styles.
6X,6	Describe the interrelationships between family, career choice, leisure, and their influence on one's lifestyles.

LANGUAGE ARTS OBJECTIVES:

MSPS:

WRITING B-10,21	Write an opinion paper which includes supporting evidence.

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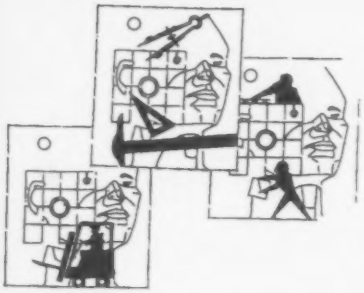

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Application Form Vocabulary

MATERIALS - INFORMATION NEEDED:

Vocabulary list (provided)
Sample game (provided)

ACTIVITY:

a. Present the words and meanings.
b. Have students play an adaptation of the T.V. word games such as "Wheel of Fortune" or draw images as in "Win, Lose or Draw." Compete as teams to guess the meanings, which of course are these vocabulary words. A charades-like game could be combined with game elements from the game shows. An example is provided.

EXAMPLE:

CHARADE BLOCKS

In this game divide the class into two parts and assign career related words to each team. The team takes turns testing the recall of the meaning of these words by first drawing blocks on the chalk board to represent each letter in a word or phrase. If the other team can immediately guess the word to fill the empty boxes, award them ten points. If they need a clue after 30 seconds, the challenging Team acts out a clue. If the opposing side gets the correct word they are awarded 8 points. After a minute, second and final clues can be acted out. The opposing team can earn 6 points if guessed correctly in one minute. If not, no points are awarded and the answer is revealed. The other team then presents the next word. The teams may guess individual letters just twice before guessing the word in these two attempts.

10 POINTS	**1.**	**EXAMPLE:**	**SUPERVISION**
8 POINTS	**2.**	**FIRST CLUE:**	**Make a visor for 2nd syllable**
6 POINTS	**3.**	**SECOND CLUE:**	**Look to the sky act out: It's a bird! It's a plane! It's Superman.**

CAREER PREPARATION GOALS & OBJECTIVES:

6:IX,2 Understand terms and concepts used in describing employment opportunities and conditions.

READING MSPS:

D, 17 The student will demonstrate inferential comprehension skills.
17 Identify the meaning of words using...clues.

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BROWARD COUNTY, FLORIDA

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Betty Castor, Commissioner
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REFERENCES	References are people who can tell an employer what kind of a person you are and what kind of a worker you will be; as in "List three personal references such as a guidance counselor, teacher, or minister."

In a section on your education you may find such words as:

CERTIFICATE	A document proving that you have completed training in a certain skill or trade; as in, I received a certificate after I took an auto mechanics course." A title you earn when you graduate from a college or school; as in, "I have a college degree in speech therapy."
EXTRACURRICULAR ACTIVITIES	Hobbies and clubs you are a member of; as in "My extracurricular activities are sewing and needlepoint, and I am the captain of the volleyball team."

A section on your work experience may contain such words as:

BONDED	When your employer has insurance against your stealing from the company; as in, "Have you ever been bonded?" This question is asked to find out if you have been trusted with valved things in previous job.
PREVIOUS EMPLOYERS	The people, agencies or companies you have worked for in the past ; as in, "I worked for the city of Miami last summer; it is my previous employer." Use a person's name only if there was no company or agency name.
PRIOR WORK EXPERIENCE	All jobs you have ever had, your work experience; as in, "Do you have any prior work experience?"
SUPERVISOR	Your boss, the person you are directly responsible to at work; as in, "Ms. Jones was my supervisor at the office."

In the section on your health, you might find the words:

DISABILITIES	Parts of the body that you lack full use of, such as a crippled arm or deaf ear.
PHYSICAL DEFECTS	Permanent illness and disabilities that may affect your job performance such as ulcers or a paralyzed leg.
WORKMEN'S COMPENSATION	Money given to a worker who was hurt on the job; as in, "Have you ever received workmen's compensation?"

A section on the job you want might contain these words:

MINIMUM	The smallest amount; as in, "What is the minimum pay you will accept?"
RATE OF PAY	The amount you are paid and how often, such as hourly, weekly, or monthly; as in, "What was your rate of pay at your last job. "$3.25 per hour is the rate of pay for this job."
SALARY	The money you receive for your work; as in, "State the salary you expect."

A few other words you should know include:

AUTHORIZE	To approve or permit; as in, "I authorize my employer to check with my personal references."
FALSIFICATION	Lies or false statements; as in, "Any falsification on this application will mean that you won't get the job."
VOCATIONAL GOAL	The kind of work you hope to be doing in a few years; as in, "What is your vocational goal?"
DEPENDENTS	Person whom you support.
MARTIAL STATUS	Whether you are single, married, separated, widowed, or divorced.
SOCIAL SECURITY #	S.S.#, - Your Social Security number. Be sure it is correct.
SPOUSE	The person to whom you are married (husband or wife).

TIPS ON FILLING OUT FORMS

TODAY'S SOCIETY DEMANDS THAT WE COMPLETE A GREAT NUMBER AND LARGE VARIETY OF FORMS. IF YOU FOLLOW A FEW SIMPLE RULES, IT WILL MAKE THE TASK MUCH EASIER. JOBS ARE LOST, GOODS NOT DELIVERED, AND LOANS NOT GRANTED BECAUSE FORMS ARE NOT FILLED OUT CORRECTLY AND ACCURATELY. FOR ALL FORMS, FOLLOW THE RULES BELOW.

1. PRINT, do not write, the information requested.

2. Use a pen or type. If you are a poor typist, then print. Your completed form will look much better.

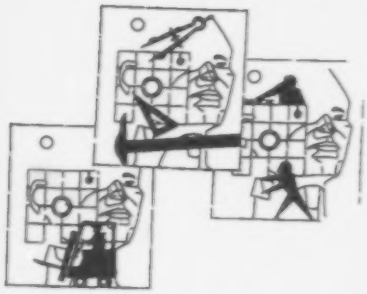
3. Read every question carefully before writing the answer. Neatness is so important. If you scratch out a words, or groups of words, your finished product will look sloppy.

4. All questions and blanks should be filled in. If the question does not apply to you such as, "Name dependents," you will insert N/A. This indicates that the question does "not apply" to you.

5. Watch your spelling! All words must be spelled correctly.

6. Be sure your information is accurate and up-to-date. If you asked to list "Character Reference," their names, addresses. and telephone numbers must be right.

7. Become familiar with terms used on various forms. These may include: spouse, character reference, compensation, gross pay, martial status, etc.



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Self Awareness Skills: Unfolding a Skill

MATERIALS - INFORMATION NEEDED:

Paper - fold with steps to follow (provided, see the attached sheets.)

ACTIVITY:

The student will follow a progression of steps developing career decision making skills, emphasizing self awareness of values, attributes and skills.

a. Write the questions on the chalk board or use an overhead projector.

b. Have pairs of students (let the students choose partners) talk about their responses to each questions. Then give the folded papers to each student, cautioning them to wait for the next instruction before proceeding. Now each student completes each section of the self assessment paper with your instructions for when to go to the next section.

Have fun awarding the certificates when you tell students to follow the last instruction. Review the steps again, from time to time.

CAREER PREPARATION GOALS & OBJECTIVES:

6. I Develops and uses a positive self concept for career development.

1. Assess likes and dislikes.
2. Assess individual attributes required for successfully fulfilling different roles.

LANGUAGE ARTS OBJECTIVES:

SPS-EX-1007 Write notes reflecting the content of an old discussion.

SKILL LISTS ARE BASED ON INFORMATION TAKEN FROM THE ARTICLE "A CONCEPTIONAL FRAMEWORK FOR CAREER AWARENESS IN CAREER DECISION MAKING" BY ROBERT WISE. COUNSELING PSYCHOLOGIST, VOL. 6, NO. 3, 1976

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SELF AWARENESS SKILLS
SELF CONCEPTS

4. For Searching for Career Opportunities:
What do I do well?

For Deciding Among Career Options:
How good am I at this?

Lift the flap on the

SELF AWARENESS SKILLS - KNOWLEDGE

1. For Searching for Career Opportunities:
What do I know?

For Deciding Among Career Options:
Do I know enough?

Unfold the bottom flap

SELF AWARENESS SKILLS - VALUES

2. For Searching for Career Opportunities:
What is important?

For Deciding Among Career Occupations:
How important is this to me?

Again, unfold the bottom flap

SELF AWARENESS SKILLS - PREFERENCES

3. For Searching for Career Opportunities:
What do I like?

For Deciding Among Career Options:
How much do I like this?

Lift the left flap from under-neath

5. Apply skills in answering these questions to each personal attribute involved in a career situation.

Example:

Consider each aspect of career awareness when becoming a cosmetologist is one of your career options. Do only the deciding questions as you look back over each section.

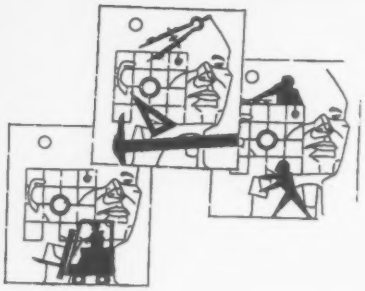
When finished, turn paper over.....

GREAT JOB!

Now you have mastered Self Awareness Skills to identify your best traits.
Keep Practicing!

_____

Instructor



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career Interest Inventory

MATERIALS - INFORMATION NEEDED:

Interest Inventory (provided)

ACTIVITY:

a. Have students complete the interest inventory. Identify their top two preferred clusters based on the highest scores for each interest area. Please note that this is an easy interest inventory based on a ten category cluster system. Remind students of the numrous ways to cluster concepts by different attributes. This system uses school related interests and skill areas.

b. Students will read through cards (career file developed earlier) in each of their two top clusters. They choose one job which interests them and which includes their choice of working conditions.

c. Students will complete career cluster work sheets for each job they have chosen.

d. Career inventories may be kept on file for each student in a "pre-planner" folder used in grades six and seven to contain personal assessment materials which provide data for the planner in the eighth grade. Students should give such materials to their advisor (teacher or counselor) who will maintain the planner folders.

CAREER PREPARATION GOALS & OBJECTIVES:

6:I, 1 Assess personal likes and dislikes.

6:I, 2 Assess individual attributes required for successfully fulfilling different roles.

LANGUAGE ARTS OBJECTIVES:

CFW-1001060 Relates competency in language arts to success in various careers

MSPS-WRITING:F, 46 Complete forms...

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

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INTEREST INVENTORY

NAME_____ DATE_____ GRADE_____

Mark each item with a check ( ) on the line to the left under the proper number.

Like very much - 4
Like - 3
Dislike - 2
Dislike very much - 1

4	3	2	1

1. Visit friends at their homes.
2. Go to parties.
3. Play card games.
4. Make new friends .

= 9 Social Score

SOCIAL

4	3	2	1

1. Visit friends at their home.
2. Belong to an organized club or group.
3. Cheer up unhappy people.
4. Teach people how to do things.
5. Help other students with homework.
6. Go to parties.
7. Go on vacation to a place where there are many people
8. Make new friends.
9. Be with other people most of the time.
10. Play games like cards or monopoly.

= Social Score

*N.D.E.A. Title V.-A. Project 13 - Abington School District, Grade VI

4	3	2	1

4	3	2	1

SCIENCE

11. Study the stars.

12. Find out what the weather will be.

13. Take care of fish in an aquarium.

14. Do an experiment about air.

15. Study how wild animals prepare for winter.

16. Study how space ships are built.

17. Study about automobile motors.

18. Watch a scientist work on an experiment.

19. Find out how cameras take pictures.

20. Discover how electricity can make lights light.

= [ ] Total Science Score

MANUAL

21. Make things of plastic.

22. Make puppets.

23. Type on typewriter.

24. Make a movie projector work.

25. Make things from leather.

26. Fix things like bicycles or dolls.

27. Wrap presents for people.

28. Repair things by sewing or gluing.

29. Use tools to make things.

30. Put together picture puzzles.

= [ ] Total Manual Score

4	3	2	1

4	3	2	1

VERBAL

31. Read a book.

32. Have a speaking part in a play.

33. Write a poem.

34. Listen to news or comment shows on the radio.

35. Read the newspaper.

36. Write a letter to a friend.

37. Tell stories to children.

38. Read about famous people.

39. Write for the school newspaper.

40. Hear about a great event.

= [ ] Total Verbal Score

ART

41. Look at beautiful scenery.

42. Draw a funny picture.

43. Design a poster.

44. Paint a picture.

45. Decorate a room for a party.

46. Design birthday cards.

47. Make a dish from clay.

48. Design clothes.

49. Collect pictures and make scrapbook.

50. Look at famous paintings.

= [ ] Total Art Score

4	3	2	1

4	3	2	1

MUSIC

51. Play a musical instrument.
52. Listen to a band.
53. Make up a song.
54. Play in an orchestra.
55. Sing in a choir.
56. Listen to records.
57. Sing while you work.
58. Dance or keep time to music.
59. Play a guitar.
60. See a musical T.V. program.

= [ ] Total Music Score

SOCIAL STUDIES

61. Learn about laws in America.
62. Study about the life of the American Indian.
63. Learn different languages.
64. Visit a prison.
65. Watch news programs on T.V.
66. Study about the United Nations.
67. Learn about different kinds of work.
68. Help people of different races to get along.
69. Find out the reasons for labor strikes.
70. Report on reasons we need money.

= [ ] Total Social Studies Score

4	3	2	1

ACTIVE PLAY

71. Play volleyball.

72. Ride a bike.

73. Row a boat.

74. Go water skiing.

75. Dive into the water.

76. Go hiking.

77. Roller skate.

78. Run a race.

79. Go camping.

80. Go swimming.

= [ ] Total Active Play Score

*N.D.E.A. Title V.-A. Project 13 - Abington School District, Grade VI

CAREER INTEREST SURVEY

NAME: _____

Ten Things I Like To Do

O	I	A	P	
				1
				2
				3
				4
				5
				6
				7
				8
				9
				10

TOTAL^

Rank Top Three Things

1st _____

2nd _____

3rd _____

Key: O = Outdoors I = Indoors A = Alone P = People

This is what I learned about myself.

_____

SIXTH GRADE	READING	CAREER STRIPS
COUNSELING	TEACHING	TEACHER AIDE
NURSING	NURSE'S AIDE	SALES
STEWARDESS	PUBLIC RELATIONS	PLAYGROUND SUPERVISOR
ENTERTAINER	LAWYER	SOCIAL WORK
MAITRE D'	WAITER	TRAVEL AGENT
CAB DRIVER	RECEPTIONIST	TELLER
TOUR GUIDE	CLERGYMAN	COACH
POLICEMAN	HOTEL MANAGER	BABY-SITTER
PORTER	BARBER	BEAUTICIAN
DOCTOR	RESEARCH	ENGINEER
FOREST RANGER	PHARMACIST	METEOROLOGIST
PHYSICAL THERAPIST	VETERINARIAN	LAB TECHNICIAN
DIETICIAN	ASTRONOMER	DENTIST
FARMER	MORTICIAN	MATHEMATICIAN
PHOTOGRAPHER	PILOT	OCEAN-OGRAPHER
ELECTRICIAN	PLUMBER	CARPENTER
AUTO MECHANIC	CONSTRUCTION WORKER	ARCHITECT

FACTORY WORKER

DECORATOR

SEAMSTRESS

TELEPHONE LINEMAN

BIKE REPAIR

ACTOR/ACTRESS

POLITICIAN

SCULPTOR

CARTOONIST

PAINTER

ADVERTISING

CONDUCTOR

MUSICIAN

RECORD SALES

MUSIC DIRECTOR

PSYCHOLOGIST

SOUND TECHNICIAN

NURSING

PLUMBER

SECRETARY

GARDENER

BEAUTICIAN

NEWS COMMENTATOR

CURATOR

NEWS LAYOUT

DANCER

ART CRITIC

MUSIC TEACHER

COMPOSER

PIANO TUNER

INTERPRETER

ATHLETE

SCUBA DIVER

HUMAN RELATIONS

ATHLETIC INSTRUCTOR

NURSING

CUSTODIAN

DRAFTSMAN

HOUSEKEEPER

TRUCK DRIVER

WRITER

LIBRARIAN

ARTIST

POTTER

ART TEACHER

CAR DESIGNER

SINGER

RADIO ANNOUNCER

MUSIC CRITIC

DISC JOCKEY

ORGANIST

SOCIOLOGIST

PRISON GUARD

ECONOMIST

MISSIONARY

RACE CAR DRIVER

RANCHER

LIFEGUARD

ATHLETIC INSTRUCTOR

JOCKEY

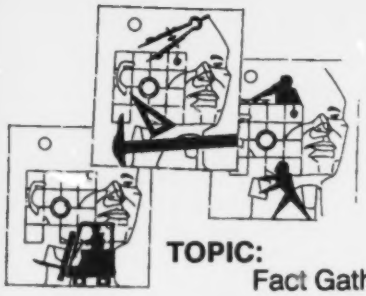
ANTHROPO – LOGIST

SAILOR

FISHERMAN

FOREIGN SERVICE

ACROBAT



LANGUAGE ARTS
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Fact Gathering and Report Writing

MATERIALS-INFORMATION NEEDED:

A resource speaker must be available

ACTIVITY:

This activity takes students through the steps in fact gathering and organizing a report. First, have students pick a career area of interest. Then have students write an invitation to a guest speaker representing the career area. The following activities will then prepare the class to write a report about the speaker's visit. Each activity exemplifies the steps in fact gathering and report writing.

1. **LISTING**

   The class will list a variety of questions that are important to ask the resource speaker.

2. **CLASSIFYING**

   The class will sort the questions into groups, assigning topics to similar classifications and deciding which questions are similar to other.

3. **EVALUATING**

   The students will discuss and vote on which questions are the most important and most interesting. Students select those questions to eliminate as inappropriate or too personal to ask.

4. **MODELING**

   The students will copy the questions that have been selected, leaving spaces after each of the questions for the answers.

5. **NOTE TAKING**

   Students will take notes during the speech.

6. **EDITING**

   Students will answer the questions in complete sentences. Then sentences into a paragraph. Students will then edit one another's papers for errors.

7. **FINAL COPY**

   Students will recopy the paragraphs correctly.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:X, 6	Become aware of and observe skills needed in a variety of occupations, including owning one's own business/entrepreneurship.

LANGUAGE ARTS OBJECTIVES:

SPS-EX-WRITING-B	The students will write proficiently for academic purposes.
MSPS-WRITING-C	The student will write a paragraph expressing ideas clearly.
MSPS-WRITING-D	The student will write for the purpose of supplying necessary information.
CFW-ALL COURSES - 6	Apply all stages of the writing process...

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

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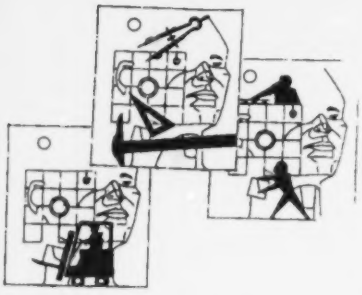

LANGUAGE ARTS
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Root To Success

MATERIALS - INFORMATION NEEDED:

Root to Success work sheet (provided with an answer key)
Dictionaries.

ACTIVITY:

a. Students complete the "Root to Success" work sheet

CAREER PREPARATION GOALS & OBJECTIVES:

7-8,V-3 Demonstrate skill in using available school and community resources to learn about careers

LANGUAGE ARTS OBJECTIVES:

MSPS, READING, F-27 Obtain appropriate information from Indexes, Table of Contents, or dictionary entries.

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IN BROWARD COUNTY, FLORIDA

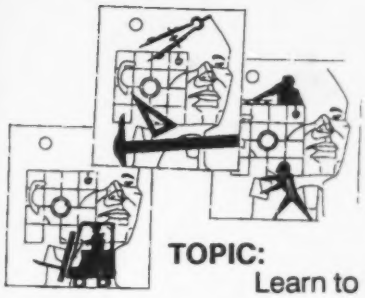
THE ROOT TO SUCCESS

ANSWER KEY

ROOT	GREEK LATIN	MEANING	DERIVED WORD	ASSOCIATED CAREER
astro	G	star	astronautic	astronaut
auto	G	self propelling	automobile	auto mechanic
bio	G	mode of life	biology	biologist
demos	G	people	demographic	demographer
geo	G	earth group	geology	geologist
graph	L	written	graphic	photographer
hospes	L	guest	hospital	pathology
juro	L	swear allegiance	jury	adjudicator
littera	L	letters	literature	literary critic
logy	G	science	biology	biologist
manus	L	hand	manufacture	manufacturer
navis	L	ship	navigation	navigator
spiro	L	spiral	respirator	respiration
urbis	L	city	urban	urban planner

Seventh Grade - Language Arts
The Root to Success

Root	Greek Latin	Meaning	Derived Word	Associated Career
astro	G			
auto	G			
bio	G			
Demos	G			
geo	G			
graph	L			
hospes	L			
jurc	L			
littera	L			
logy	G			
manus	L			
navis	L			
spiro	L			
urbis	L			



LANGUAGE ARTS
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:
Learn to Earn

MATERIALS - INFORMATION NEEDED:

Work sheets I and II provided
References from the library:
- Dictionary of Occupational Titles
- Occu-Facts
- Occupational Outlook Handbook
- The Worker Trait Group Guide

ACTIVITY:

a. Have students complete worksheet I, "Learn to Earn," using references when unsure of the choices to be made.

b. Use newspapers to match advertised jobs with subjects in school that might be helpful in each job.

ADDITIONAL WRITING ACTIVITIES:

1. Write a dialogue - telephone conversation between you and prospective employer to set up an interview.
2. Describe your idea of a perfect career. Include salary, duties, working conditions, etc.
3. Think of one job you'd really hate to do. Invent a robot to do it for you. How does it work?
4. Interview a friend or a relative to find out about his job. Describe his or her duties in sequential order.
5. Describe your life in the year 1999. Include family, career, hobbies, etc.
6. Interview your best friend's mother or father about her/his job. Draw and label a "photo album" of this person performing various duties at work.
7. Write a skit on the everyday activities of a particular career. Act it out for the class.
8. Imagine you own your own business. What is it? Write job descriptions for two of your employees.
9. Imagine you own your own business and had to hire employees for the jobs available. You hired your sister or brother. Write a story, telling what jobs they could have, including descriptions, salary, working conditions, etc.

CAREER PREPARATION GOALS & OBJECTIVE:

7-8,I-1	Assess personal likes and dislikes.
7-8,III-2	Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

LANGUAGE ARTS OBJECTIVES:

SPS-EX,D-1038	Write to express or explore opinions, emotions, ideas or problems.

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LEARN TO EARN
WORKSHEET I

The subject you really like may give you some clue to the kinds of work you might want to consider in setting goals for yourself. The subjects you don't like will also give some clues. Read over the following situations. Then check any fields of work you think the person might consider to match his or her interests. If you can think of any other fields of work, add them.

1. Jack likes science a lot in school. Are there any jobs here he might consider for work or for schooling.

_____Bank Teller
_____Forester
_____Soil Conservationist
_____Medical Lab Technician
_____Heavy Equipment Operator
_____Others_____

2. Susan is very interested in mechanical drawing and math. Are there any jobs here she might consider for work or for more schooling?

_____Radio Announcer
_____Receptionist
_____Architect
_____Surveyor
_____Draftman
_____Others_____

3. Pamela likes social studies very much. Are there any jobs here she might consider for work or for more schooling?

_____Social Worker
_____Sale Clerk
_____Nurse
_____Marine Biologist
_____Insurance Agent
_____Others_____

4. Anne likes her shop course better than any other. What jobs might she consider her for work or for more schooling.

_____Bank Teller
_____Police Officer
_____T.V. Repair Person
_____Sheet Metal Worker
_____Purchasing Agent
_____Others_____ _____

5. Language Arts is pleasure to Art. What jobs might he consider here for work or for more schooling?

_____Writer
_____Radio Announcer
_____Dental Hygienist
_____Medical Lab Technician
_____Teacher
_____Others_____

6. Joe enjoys his Spanish courses, and he can speak Spanish and English very well. What jobs might he consider for work or for more schooling?

_____Carpenter
_____Translator
_____Police Officer
_____Dentist
_____Newspaper Reporter
_____Others_____

Ten different job title follow. (You'll be able to find out more about each job by looking in your library - career section). After each job, try to list the school courses that might be useful for that type of work. Then circle the courses that are given in your school.

JOB	USEFUL COURSES
Nursery Worker	_____
Legal Secretary	_____
T.V. Audio Engineer	_____
Dietitian	_____
Materials Shipper	_____
Service Technician	_____

LEARN TO EARN
WORKSHEET II

SCHOOL PAYS OFF

THE SUBJECTS YOU STUDY IN SCHOOL TODAY MAY HELP YOU GET A JOB TOMORROW. SEE HOW MANY SUBJECTS YOU CAN MATCH WITH A RELATED JOB ADVERTISED IN THE NEWSPAPER. FOR EXAMPLE, AN EDITOR'S JOB RELATES TO ENGLISH OR LANGUAGE ARTS. LIST THE NAME OF A JOB NEXT TO EACH SUBJECT BELOW.

MATH _____

_____

SCIENCE _____

_____

LANGUAGES _____

_____

PHYSICAL EDUCATION _____

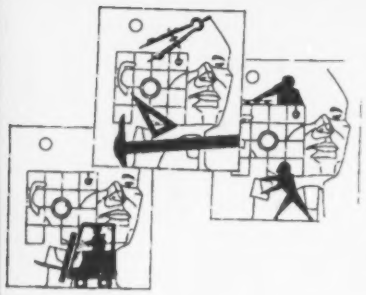
_____

SOCIALSTUDIES _____

_____

ARTS AND CRAFTS _____

_____



LANGUAGE ARTS
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Decision Making for Goal Setting: Unfolding a Skill

MATERIALS - INFORMATION NEEDED:

Paper - fold with steps to follow (provided, see the attached sheets.)

ACTIVITY:

The student will follow a progression of steps developing career decision making skills, emphasizing goal setting skills

a. Write the questions on the chalk board or use an overhead projector.

b. Have pairs of students (let the students choose partners) talk about their responses to each questions. Then give the folded papers to each student, cautioning them to wait for the next instruction before proceeding. Now each student completes each section of the goal setting paper with your instructions for when to go to the next section.

Have fun awarding the certificates when you tell students to follow the last instruction. Review the steps again, from time to time.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:I Develops and uses a positive self concept for career development.

1. Assess likes and dislikes.
2. Assess individual attributes required for successfully fulfilling different roles.

LANGUAGE ARTS OBJECTIVES:

SPS:EX,1007 Write notes reflecting the content of an old discussion.

SKILL LISTS ARE BASED ON INFORMATION TAKEN FROM THE ARTICLE "A CONCEPTIONAL FRAMEWORK FOR CAREER AWARENESS IN CAREER DECISION MAKING" BY ROBERT WISE. COUNSELING PSYCHOLOGIST, VOL. 6, NO. 3, 1976.

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6. Assessing Opportunities

a. What are the benefits and costs of my options, for myself and for others?

b. What are my chances of succeeding with my options?

c. What appears to me to be both my best and my most likely options (2)?

When all sections are complete, turn the page over right edge up and over to left.

3. Anticipating the Future

a. What social and economic changes may occur in the future?

b. What is likely to happen to me in the future?

Lift flap on bottom continue)

1. Goal Setting

a. What do I want to achieve?

b. When do I want to achieve it?

Lift bottom flap (continue)

2. Gathering Information for Decision Making

a. What information do I need to have?

b. How can I get more information?

Unfold flap to the left (continue)

5. Interpreting Experiences

a. What have I done that relates to my options?

b. What does my experience thus far suggest I might I look for? Add new options to # 4 if you wish.

c. What could I do to add an option I wish for as a likely option?

Unfold flap at the top [continue)

4. Identify Opportunities

a. What options can I expect to have?

b. What option do I wish I could have?

Unfold flap on the right (continue)

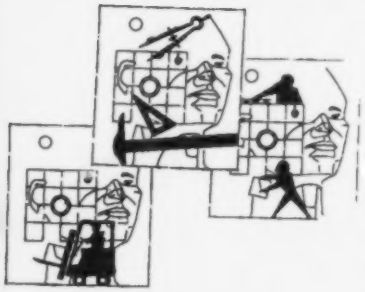
CONGRATULATIONS!

Now you have mastered Decision Making Skills for Goal Setting.

Keep Practicing!

_____

Instructor



LANGUAGE ARTS
GRADE - SEVEN

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Occupations Talk

MATERIALS - INFORMATION NEEDED:

Crossword Puzzle (provided) and key
Word list with definitions

ACTIVITY:

a. Review with students the definitions of the words and terms used in articles about jobs and career reports.

b. Have students individually complete the crossword puzzle. This may be in class or a take home assignment.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:III, 2	Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

LANGUAGE ARTS OBJECTIVES:

MSPS:A, 1	Identify frequently used words by sight.

ADAPTED FROM AN IDEA BY BETTY McKEE,
RANSON JUNIOR HIGH SCHOOL, CHARLOTTE, N.C.
IN CAREER CHOICES IN NORTH CAROLINA

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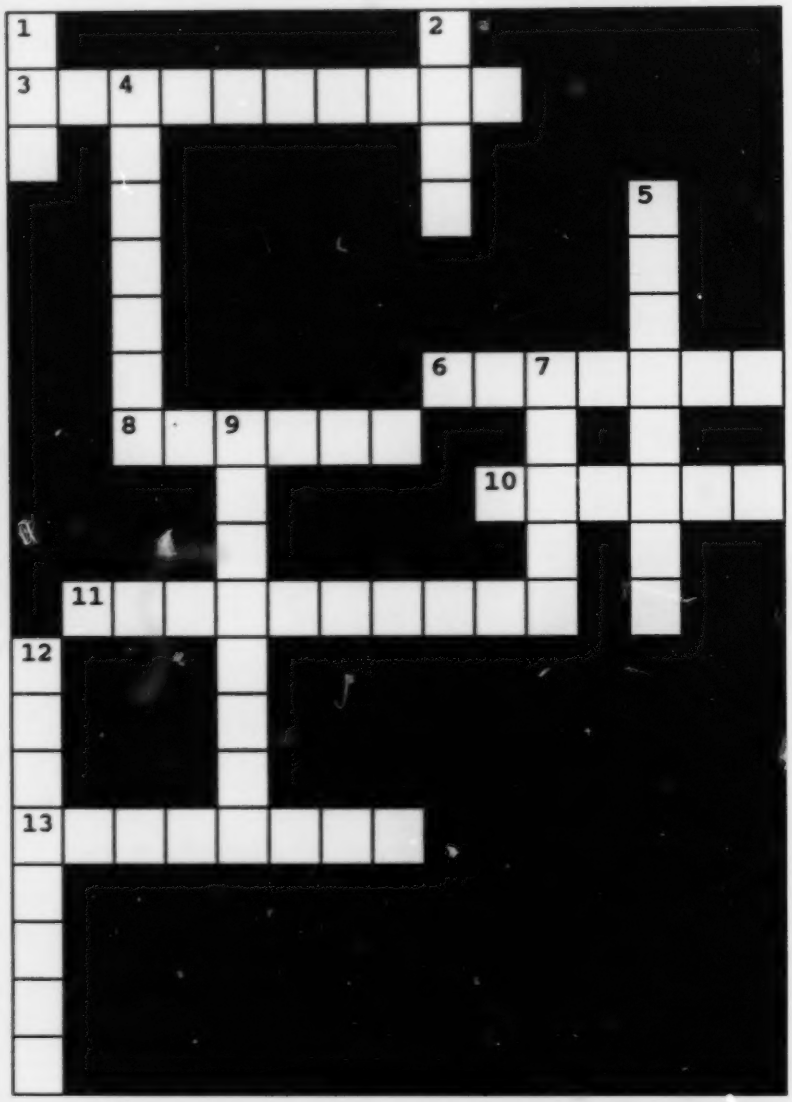
"Occupation " Talk Crossword

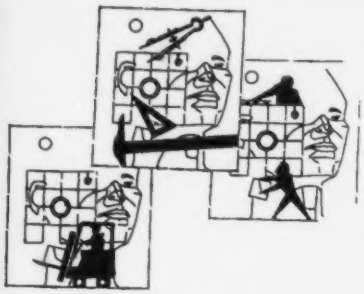


ACROSS

3. A group of activities performing simular task for livelihood; vocation.
6. The respect and honor associated with an important position.
8. An art, trade, or technique, particularly one requiring use of the hands or body.
10. Worth in usefulness or importance to the prosessor; utility or merit.
11. A way of life or style of living that reflects the attitudes and values of an individual or a group.
13. The distinct personality of an

DOWN

1. An action that needs to be done; task
2. The means by which one earns one's livelihood; a trade, craft business, or profession.
4. A chosen pursuit; a profession or occupation.
5. Quickness in learning and understanding; intelligence
7. The purpose toward which an endeavor is directed; objective.
9. A feeling of curiosity or concern about something.
12. A state of mind or feeling with regard to some matter; disposition.



M/S ARTS
GRADE - SEVEN
010000 - 0100050

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career Puppet Shows: A Multi Disciplinary Project

MATERIALS - INFORMATION NEEDED:

Craft materials to make puppets
Boxes, fabric, paint or tempera to make stage and sets.

ACTIVITY:

a. In cooperation with the language arts teachers and the social studies teachers, the art teacher will assist students in the creation of their stage, etc., for a puppet show.

b. Students learn and present parts in the play. After practicing with classes in a lower grade, the best of the plays may be presented publicly to parents.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:I, 1	Describe how one's behavior influence the feelings and actions of others.
7-8:II, 1	Demonstrate concern and respect for feelings and interests of other.
7-8:II, 6	Demonstrate skills in dealing with criticism.
7-8:IV, 3	Demonstrate an understanding that personal traits are related to job success.

LANGUAGE ARTS OBJECTIVES:

CFW:ART APPREC, 1	Describe how the elements and principles are used in two and three dimensional works of arts to reflect the expressive qualities.

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IDEAS FOR PUPPETS

Puppets may be as simple or as elegant as you wish. Below are some of the possibilities:

FINGER PUPPETS

FELT STITCHED OR PAPER GLUED

PAPER CUT OUTS GLUED TO A POPSICLE STICK

CUT OUT

TWO FINGER PAPER CUT OUT

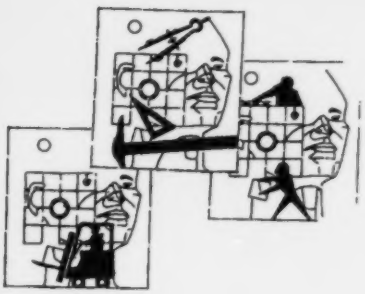
HAND PUPPETS

FELT, FABRIC, PAPER SEWN OR GLUED

SMALL PAPER BAG

PAINTED HAND TOPPED WITH A HAT

Avoid stereo types by showing both sexes, using both pronouns, etc. Let the students' create their own ideas. Use patterns as models to stimulate ideas not to control them.



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Language of Job Application

MATERIALS - INFORMATION NEEDED

Word list and practice application questions (provided)

ACTIVITY:

a. Present each word to the class and discuss the meaning for each when found on job application forms.

b. Have students develop scripts using the words in a job seeking situation. Then role play the dialogue for the class.

c. Have students test their understanding of these words by completing the practice questions.

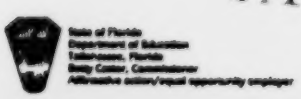
CAREER PREPARATION GOALS & OBJECTIVES:

6-VIII,2	Understand terms and concepts used in describing employment opportunities and conditions
6-VIII,3	Complete a job application form in a satisfactory manner.

LANGUAGE ARTS OBJECTIVES:

SPS-EX,E-1047	Use specific vocabulary appropriate to the intent of the writing task.

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA



PERSONAL INFORMATION

SS#._ _ _-_ _-_ _ _ _

NAME_____
(LAST) FIRST MI

PRESENT ADDRESS_____

PREVIOUS ADDRESS_____

PERMANENT ADDRESS_____

MARITAL STATUS:

M[ ] S[ ] D[ ]
NUMBER OF DEPENDENTS [ ]

Have you ever been discharged from a job? YES[ ] NO[ ]

Have you ever been arrested? YES[ ] NO[ ]

Have you ever been convicted of: FELONY? YES[ ] NO[
MISDEMEANOR? YES[ ] NO[ ]

Are you a citizen of the U.S.A.? YES[ ] NO[ ]

Have you been a member of the Armed Services? YES[ ] NO[ ]

If yes, what kind of a discharge did you have_____

What is your present selective service classification? _____

REFERENCES	References are people who can tell an employer what kind of a person you are and what kind of a worker you will be; as in "List three personal references such as a guidance counselor, teacher, or minister."

In a section on your education you may find such words as:

CERTIFICATE	A document proving that you have completed training in a certain skill or trade; as in, I received a certificate after I took an auto mechanics course." A title you earn when you graduate from a college or school; as in, "I have a college degree in speech therapy."
EXTRACURRICULAR ACTIVITIES	Hobbies and clubs you are a member of; as in "My extracurricular activities are sewing and needlepoint, and I am the captain of the volleyball team."

A section on your work experience may contain such words as:

BONDED	When your employer has insurance against your stealing from the company; as in, "Have you ever been bonded?" This question is asked to find out if you have been trusted with valved things in previous job.
PREVIOUS EMPLOYERS	The people, agencies or companies you have worked for in the past ; as in, "I worked for the city of Miami last summer; it is my previous employer." Use a person's name only if there was no company or agency name.
PRIOR WORK EXPERIENCE	All jobs you have ever had, your work experience; as in, "Do you have any prior work experience?'
SUPERVISOR	Your boss, the person you are directly responsible to at work; as in, "Ms. Jones was my supervisor at the office."

In the section on your health, you might find the words:

DISABILITIES	Parts of the body that you lack full use of, such as a crippled arm or deaf ear.
PHYSICAL DEFECTS	Permanent illness and disabilities that may affect your job performance such as ulcers or a paralyzed leg.
WORKMEN'S COMPENSATION	Money given to a worker who was hurt on the job; as in, "Have you ever received workmen's compensation?"

A section on the job you want might contain these words:

MINIMUM	The smallest amount; as in, "What is the minimum pay you will accept?"
RATE OF PAY	The amount you are paid and how often, such as hourly, weekly, or monthly; as in, "What was your rate of pay at your last job. "$3.25 per hour is the rate of pay for this job."
SALARY	The money you receive for your work; as in, "State the salary you expect."

A few other words you should know include:

AUTHORIZE	To approve or permit; as in, "I authorize my employer to check with my personal references."
FALSIFICATION	Lies or false statements; as in, "Any falsification on this application will mean that you won't get the job."
VOCATIONAL GOAL	The kind of work you hope to be doing in a few years; as in, "What is your vocational goal?"
DEPENDENTS	Person whom you support.
MARTIAL STATUS	Whether you are single, married, separated, widowed, or divorced.
SOCIAL SECURITY #	S.S.#, - Your Social Security number. Be sure it is correct.
SPOUSE	The person to whom you are married (husband or wife).

TIPS ON FILLING OUT FORMS

TODAY'S SOCIETY DEMANDS THAT WE COMPLETE A GREAT NUMBER AND LARGE VARIETY OF FORMS. IF YOU FOLLOW A FEW SIMPLE RULES, IT WILL MAKE THE TASK MUCH EASIER. JOBS ARE LOST, GOODS NOT DELIVERED, AND LOANS NOT GRANTED BECAUSE FORMS ARE NOT FILLED OUT CORRECTLY AND ACCURATELY. FOR ALL FORMS, FOLLOW THE RULES BELOW.

1. PRINT, do not write, the information requested.

2. Use a pen or type. If you are a poor typist, then print. Your completed form will look much better.

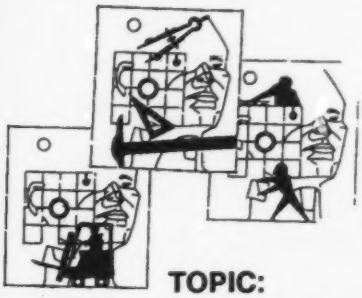
3. Read every question carefully before writing the answer. Neatness is so important. If you scratch out a words, or groups of words, your finished product will look sloppy.

4. All questions and blanks should be filled in. If the question does not apply to you such as, "Name pf dependents," you will insert N/A. This indicates that the question does "not apply" to you.

5. Watch your spelling! All words must be spelled correctly.

6. Be sure your information is accurate and up-to-date. If you asked to list "Character Reference," their names, addresses. and telephone numbers must be right.

7. Become familiar with terms used on various forms. These may include: spouse, character reference, compensation, gross pay, martial status, etc.



LANGUAGE ARTS
GRADE - EIGHT

INFUSED FLORIDA CAREER PREPARATION

TOPIC:

The Sources of Stereotyping Workers

MATERIALS - INFORMATION NEEDED:

Media - Newspapers
T.V.
Magazines
Greeting cards, etc.

ACTIVITY:

a. Students collect examples from various media that reinforce or enhance perceptions of workers in predetermined roles considered to be appropriate for a gender, an age or a race. These career roles should involve language arts skills as an everyday task in that occupation. Discuss how the media influences society's perceptions. Write a paragraph on the topic, "Where do stereotypes regarding career workers begin"?

b. Counteract the media impressions that promote stereotypes by collecting examples of non-traditional workers to begin a bulletin board. Indicate the worker's title and a typical task performed on the job using language arts. Allow students opportunities to read the tasks and perhaps try to improve skills needed to perform them in class. Some careers to look for might include the following:

Firefighter	Draftsman	Doctor	Pilot
Police Officer	Forester	Farmer	Racer
Astronaut	Mechanic	Chemist	Nurse
Carpenter	Engineer	Artist	Athlete

CAREER PREPARATION GOALS & OBJECTIVES:

7-8, IX, 1	Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.
7-8, IX, 2	Describe problems, adjustments and advantages of entering a non-traditional occupation.

LANGUAGE ARTS OBJECTIVES:

SPS-EX:D, 1038	Write to express opinions, emotions, idea, or problems.

FROM A COMMITTEE OF TEACHERS
IN ORANGE COUNTY FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor Commissioner
Affirmative action/equal opportunity employer

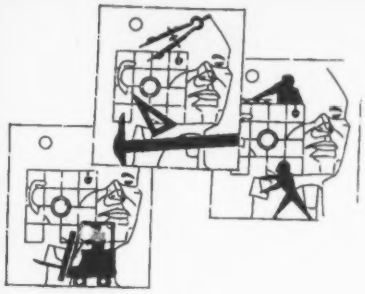
Mount non-typical or non-stereotyped occupations in a format similar to this example:

JOB TITLE

PICTURE

Typical problem or task performed on this job using_____skills:

Student's Name_____



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Learning Work Success Skills as School Success Skills

MATERIALS - INFORMATION NEEDED:

Information materials (provided)

ACTIVITY:

Have students explore the transfer of similar skills for succeeding in school with those skills for succeeding at work. Strategies for accomplishing these cognitive connections might include the following activities:

a. Have students produce a video. Utilize the video for school - wide career awareness.

b. Have students create individual role play situations demonstrating the relationships and transfer potential for schooling skills.

c. Have students create a drama presentation for the grade; the whole school, community groups, etc.

d. Conduct school wide contests to highlight different aspects of these transfer skills (ex. class with least tardies in a week, class with fewest total errors in work done in a week, ... least absenteeism,... the class with the most complete homework turned in, etc.)

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:III, 1 Describe the importance of academic and vocational knowledge and skills in the world of work.
7-8:III, 4 Implement a plan of action for increasing proficiency in basic and educational skills.

LANGUAGE ARTS OBJECTIVES:

MSPS:D The student will demonstrate inferential comprehension skills (reading).
SPS:EX-B,1024 Write a paper to persuade a specified audience to accept a clearly defined viewpoint.

IDEAS FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA.
MATERIALS FROM CAREER EDUCATION:
SEMINOLE COUNTY, FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

SKILLS AND ATTITUDES DEVELOPED IN SCHOOL TRANSFER TO THE WORKPLACE

1) ORGANIZATIONAL SKILLS

SCHOOL	WORKPLACE
Keep materials neat	Effectively manages work activities
Organizes desk and materials properly	Produces quality work
Balances priorities of several projects	Displays good time management principles
Understands that time must be used wisely	

2) COMMUNICATION SKILLS

SCHOOL	WORKPLACE
Writes ideas logically and clearly	Writes memos and reports clearly
Makes effective presentations to class	Presents projects to management in a clear concise manner
Present facts and ideas persuasively	Gets ideas approved because of persuasive techniques
	Is asked to represent the company at civic and business affairs

3) PROMPTNESS SKILLS

SCHOOL	WORKPLACE
Arrives at school and to classes in time	Arrives to work on time
Completes tasks within assigned time frames	Does not keep people waiting when appointments are scheduled
Begins class assignments promptly	Returns from lunch and breaks on time
	Arrives at scheduled meeting on time

4) THOROUGHNESS

SCHOOL	WORKPLACE
Turn in all homework assignments in a complete manner	Work is of the highest standard and is error free
Produce projects that are well thought out and comprehensive	Projects are detailed and have extensive analysis

Follows complex instructions completely and in order	Work is complete
AVOIDING ABSENTEEISM SCHOOL	WORKPLACE
Understands the value of regular attendance, does not miss school for trivial reasons	Absenteeism is within company policies
Does not miss more than acceptable number of days in a given school year	Does not disrupt department work flow due to absences.
6) RESPECT FOR AUTHORITY RESPECT FOR SCHOOL (PRIVATE) SCHOOL	WORKPLACE
Displays manner in addressing teachers and staff	Is pleasant, cooperative employee
Does not talk back, or behave disrespectfully	Displays professional attitudes, follows supervisor's instructions
Shows respect for school property of all types	Use company supplies, equipment, etc with care
7) COOPERATION (TEAM BUILDING) SCHOOL	WORKPLACE
Work well with classmates, teachers	Works well with other employees
Actively participates in group activities	Understands company and department business objectives
Works towards class or group goals	Acts as a group facilitator when necessary
Demonstrates leadership and group skills	Can wear "individual" and "corporate" hats as appropriate
Can put group before self when necessary	Work well in leaderless group activities
8) POSITIVE SELF IMAGE SCHOOL	WORKPLACE
Display confidence	Demonstrates positive attitude towards work, self
Is achievement oriented	Interacts well with other employees

Accepts strengths and weakness of self and other

Is personable, friendly--extends assistance to fellow employees when necessary

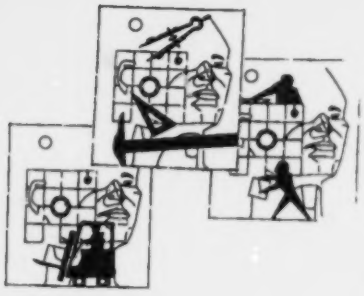
Degree of confidence supports endeavors, gains respect

9) SELF DISCIPLINE

SCHOOL	WORKPLACE
Control emotions	Assignments are completed on time
Keep personal schedules	Is task-oriented, dedicated to project completion
Accomplishes assignments even under adversity	Works well under pressure
Is task-oriented completed	Will work long hours, weekends to get project
Keep responsibilities within proper prospective	Does not waste time at work
Works well under pressure	

10) SOCIAL SKILLS

SCHOOL	WORKPLACE
Put others above self	Interacts well with fellow employees
Works well with other students,	Is very much a team player
Interacts well in school social situations	Is liked and respected by fellow employees
Is liked by fellow classmates	Handles self well at company and civic affairs
Attempts to make friends	



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Career News Break

MATERIALS - INFORMATION NEEDED:

Career Resources Center (listed provided)

ACTIVITY:

An eighth grade language arts student presents, on I.T.V., a short description of a career, the level III 8th grade class takes adequate time to research and developments a report on a career of their choice. Samples of careers are taken from Career Resources Center. The students research and develop scripts to feature and present their careers.

Monitor selections to avoid duplications.

Random surveys determine the acceptance and value of these presentations to, the middle school student body as a regular feature on the schools television presentations.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8:II, 7	Contribute to group activities by demonstrating competencies in interrelating with group members.
7-8:VI	Identifies career opportunities in the fields of technology.

LANGUAGE ARTS OBJECTIVES:

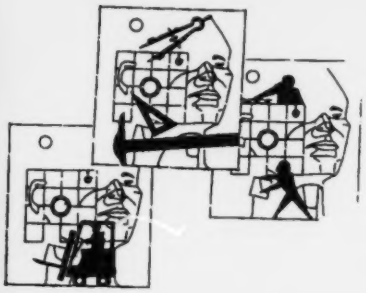
SPS:EX, D, WRITING	The student will write as a means of personal expression.

CONTRIBUTED BY JUDY LUTTRELL, JAYNE DONAHUE,
JANET BROWNSBERGER, SHAE DAVIS AND DIANE LAIL,
R.B. STEWART MIDDLE SCHOOL, PASCO COUNTY, FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

CAREER RESOURCES LIST FOR A CAREER RESOURCES CENTER

BOOKS:	AUTHOR	SOURCE
Career Encyclopedia	Norback	VGM Career Horizons
How to Help Your Child Choose a Career	Luther Otto	M. Evans and Co. Inc.
Occupational Outlook handbook		JIST
How to Help Your Teenager Find the Right Career	Charles Shields	College Entrance Examination Board
KITS:		
Career Exploration	Marion Sandalls	Career Aids, Inc.
GUIDES:		
Preview Finder		A Guide to Career Information with Florida Preview
SOFTWARE:		
Choices Jr.		Employment and Immigration, Canada
Setting Career Goals the Micro Way		Career Development Software, Inc.
Who Am I?	Jamie Lee & Charles Pulvino	Instructional Enterprises
MANUAL/GUIDES/FORMS:		
Career Information in the Classroom	Karen Kimmel Boyle	Meridian Education Corporation
Career Crosswalk (Quest)		Chronicle Guidance Publication, Inc.
JOB-O		CFKR Career Material Inc.



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Remember The Good Times: Identifying Your Best Traits.

MATERIALS - INFORMATION NEEDED:

Career Abilities List (provided)

ACTIVITY:

TWO STEPS TO IDENTIFYING PERSONAL SKILLS

1. Students recall personal experiences when the student was successful, and felt she/he performed well.

   a. List personal skills or traits used in each experience.
   b. Develop lists of skills to see a pattern of predominating skills or traits common to various experiences.

2. Students research careers requiring those particular skills and talents possessed by each student while looking for good matches.

Encourage students to continue to practice steps one and two as a process approach to repeatedly analyzing self and relating positive personal traits to job requirements.

CAREER PREPARATION GOALS AND OBJECTIVES:

7-8:VIII, 3	Demonstrate an understanding of the importance of personal traits to job success.
7-8:VIII, 4	Relate knowledge of one's personal traits to a variety of occupation.
7-8:VIII, 5	Relate personal attitudes, beliefs, interests and abilities to career profiles.

LANGUAGE ARTS OBJECTIVES:

MSPS:READING -C, ALL	The student will demonstrate literal comprehension skills
MSPS:WRITING - B, 20	Organize information related to a single topic.

State of Florida
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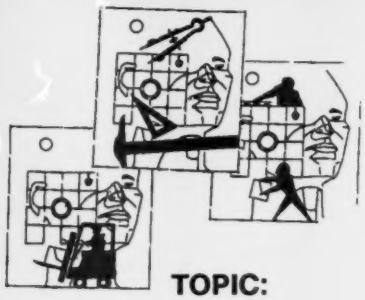
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer



INFUSED FLORIDA CAREER PREPARATION

TOPIC:

Applications: To know the Answers, Know the Questions

MATERIALS - INFORMATION NEEDED:

Word list (provided)
Script for short skits (provided)

ACTIVITY:

This activity expands the students vocabulary to include key words found on application forms. Present the words to the class on an overhead projector or hand out papers.

Have students enact the skits provided to introduce the words to the class. Follow with a discussion on the meaning of these words in the content of a job application.

Follow-up might include discussions of experiences students have had when asking for a job. Samples of application forms could be presented or filled out for practice. Some questions on forms may be best unanswered if too personal or illegal in nature, but some incriminating information must be given. Discuss ways to soften the implications from answers that may deserve explanation, such as an arrest. A youth may have the records expunged under certain circumstances, for example.

CAREER PREPARATION GOALS & OBJECTIVES:

7-8-VIII,9 Describe how expectations of others affect one's career plans

LANGUAGE ARTS OBJECTIVES:

MSPS-A,3 Identify the appropriate definitions of multiple meaning words presented in sentences.

FROM A COMMITTEE OF TEACHERS
IN BROWARD COUNTY, FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

EIGHTH GRADE - LANGUAGE ARTS

WORDS ON THE APPLICATION FORM

"Hey John what's happening?" yelled Joe to his friend John. Both guys began to walk down the hall heading for their next class.

"Nothing much," John replied.

"How'd you make out yesterday at ABC Brick Company? Did they hire you?" Joe asked.

"Hire me? Are you kidding? I walked in, told them I wanted to apply for a job, and they handed me a long application form," John said as he made a face.

"So...?" his friend asked.

"I looked at it. Four pages of nothing but questions! I didn't even know what they were asking most of the time! I tried to fill it out, but I had to give up. I didn't know the words," John said.

"Hey, don't let that get you down. The same thing happened to me. So I asked my English teacher for a list of words that might be on an application form. Then I got my dictionary and looked up every one," answered Joe.

"Why did you do that?" John asked.

"Wise up! The next time I fill out an application form, I'll know the words. I'll know what the questions are asking."

Will you be in the same position as John? Here's your chance to keep one step ahead. On the next few pages are words that are often found on application forms. Read them over carefully.

REPRINTED FROM APPLYING FOR A JOB. FLORIDA DEPARTMENT OF EDUCATION

REFERENCES	References are people who can tell an employer what kind of a person you are and what kind of a worker you will be; as in "List three personal references such as a guidance counselor, teacher, or minister."

In a section on your education you may find such words as:

CERTIFICATE	A document proving that you have completed training in a certain skill or trade; as in, I received a certificate after I took an auto mechanics course." A title you earn when you graduate from a college or school; as in, "I have a college degree in speech therapy."
EXTRACURRICULAR ACTIVITIES	Hobbies and clubs you are a member of; as in "My extracurricular activities are sewing and needlepoint, and I am the captain of the volleyball team."

A section on your work experience may contain such words as:

BONDED	When your employer has insurance against your stealing from the company; as in, "Have you ever been bonded?" This question is asked to find out if you have been trusted with valved things in previous job.
PREVIOUS EMPLOYERS	The people, agencies or companies you have worked for in the past ; as in, "I worked for the city of Miami last summer; it is my previous employer." Use a person's name only if there was no company or agency name.
PRIOR WORK EXPERIENCE	All jobs you have ever had, your work experience; as in, "Do you have any prior work experience?'
SUPERVISOR	Your boss, the person you are directly responsible to at work; as in, "Ms. Jones was my supervisor at the office."

In the section on your health, you might find the words:

DISABILITIES	Parts of the body that you lack full use of, such as a crippled arm or deaf ear.
PHYSICAL DEFECTS	Permanent illness and disabilities that may affect your job performance such as ulcers or a paralyzed leg.
WORKMEN'S COMPENSATION	Money given to a worker who was hurt on the job; as in, "Have you ever received workmen's compensation?"

A section on the job you want might contain these words:

MINIMUM	The smallest amount; as in, "What is the minimum pay you will accept?"
RATE OF PAY	The amount you are paid and how often, such as hourly, weekly, or monthly; as in, "What was your rate of pay at your last job. "$3.25 per hour is the rate of pay for this job."
SALARY	The money you receive for your work; as in, "State the salary you expect."

A few other words you should know include:

AUTHORIZE	To approve or permit; as in, "I authorize my employer to check with my personal references."
FALSIFICATION	Lies or false statements; as in, "Any falsification on this application will mean that you won't get the job."
VOCATIONAL GOAL	The kind of work you hope to be doing in a few years; as in, "What is your vocational goal?"
DEPENDENTS	Person whom you support.
MARTIAL STATUS	Whether you are single, married, separated, widowed, or divorced.
SOCIAL SECURITY #	S.S.#, - Your Social Security number. Be sure it is correct.
SPOUSE	The person to whom you are married (husband or wife).

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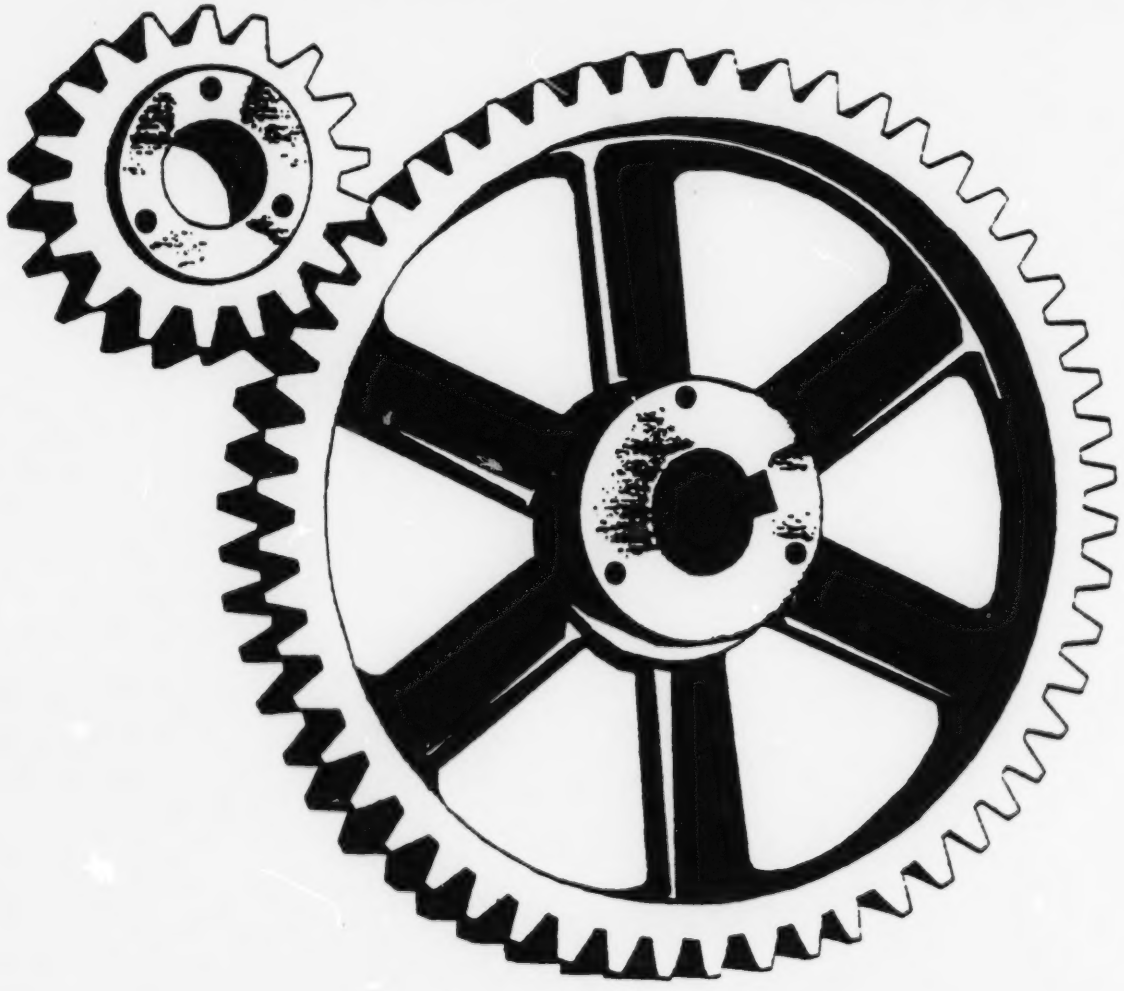
5. Watch your spelling! All words must be spelled correctly.

6. Be sure your information is accurate and up-to-date. If you asked to list "Character Reference," their names, addresses. and telephone numbers must be right.

7. Become familiar with terms used on various forms. These may include: s; ouse, character reference, compensation, gross pay, martial status, etc.

JULY, 1992

THE MIDDLE SCHOOL EXPLORATORY VOCATIONAL WHEEL



PROGRAM COURSES STANDARDS

CURRICULUM FRAMEWORK PROGRAM AREA: Exploratory Wheel

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1992

PROGRAM TITLE: M/J Exploratory Vocational Wheel 1

CODE NUMBER: Secondary 8000200 Postsecondary Adult Vocational _____

Florida CIP 1498999901 Postsecondary Vocational _____

SECONDARY SCHOOL CREDITS _____ POSTSECONDARY ADULT COLLEGE CREDITS _____ VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): x 6-8 _____9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational _____ Other _____

CERTIFICATION COVERAGE: ANY VOCATIONAL FIELD

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers and to provide opportunities for improvement in student self-development through the study of specific subject areas.

The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses
- instruction in making career choices
- basic employability skills

II. LABORATORY ACTIVITIES: When practical, instruction and learning activities are provided in a laboratory or classroom setting using hands-on experiences with the materials and equipment appropriate to the course content and in accordance with current practices in employment.

III. SPECIAL NOTE: Curriculum Frameworks are identical for all M/J Vocational Exploratory Wheel courses.

Districts may combine courses as desired to compose the exploratory wheel. Regardless of the length of the wheel, outcomes 1-4 must be addressed along with the selected outcomes from the subject area. If the wheel is at least 18 weeks in length, all outcomes of this framework must be addressed along with the selected outcomes from the subject areas included.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Demonstrate competencies and skills from the subject area.
02. List career or further study opportunities in the subject area.
03. Demonstrate problem-solving skills related to, or use techniques in the subject area.
04. Locate and use data related to the subject area.
05. Exercise creativity related to the subject area.
06. Communicate personal reactions to the subject area.
07. Describe community resources related to the subject area.

CURRICULUM FRAMEWORK PROGRAM AREA: Exploratory Wheel

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1992

PROGRAM TITLE: M/J Exploratory Vocational Wheel 2

CODE NUMBER: Secondary 8000210 Postsecondary Adult Vocational _____

Florida CIP 1498999902 Postsecondary Vocational _____

SECONDARY SCHOOL CREDITS _____ POSTSECONDARY ADULT COLLEGE CREDITS _____ VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): __x__ 6-8 _____ 9-12 _____ Postsecondary Adult Vocational

_____ Postsecondary Vocational _____ Other _____

CERTIFICATION COVERAGE: ANY VOCATIONAL FIELD

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers and to provide opportunities for improvement in student self-development through the study of specific subject areas.

The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses
- instruction in making career choices
- basic employability skills

II. LABORATORY ACTIVITIES: When practical, instruction and learning activities are provided in a laboratory or classroom setting using hands-on experiences with the materials and equipment appropriate to the course content and in accordance with current practices in employment.

III. SPECIAL NOTE: Curriculum Frameworks are identical for all M/J Vocational Exploratory Wheel courses.

Districts may combine courses as desired to compose the exploratory wheel. Regardless of the length of the wheel, outcomes 1-4 must be addressed along with the selected outcomes from the subject area. If the wheel is at least 18 weeks in length, all outcomes of this framework must be addressed along with the selected outcomes from the subject areas included.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Demonstrate competencies and skills from the subject area.
02. List career or further study opportunities in the subject area.
03. Demonstrate problem-solving skills related to, or use techniques in the subject area.
04. Locate and use data related to the subject area.
05. Exercise creativity related to the subject area.
06. Communicate personal reactions to the subject area.
07. Describe community resources related to the subject area.

CURRICULUM FRAMEWORK PROGRAM AREA: Exploratory Wheel

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1992

PROGRAM TITLE: M/J Exploratory Vocational Wheel 3

CODE NUMBER: Secondary 8000220 Postsecondary Adult Vocational _____

Florida CIP 1498999903 Postsecondary Vocational _____

SECONDARY SCHOOL CREDITS _____ POSTSECONDARY ADULT COLLEGE CREDITS _____ VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): x 6-8 _____9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational _____ Other _____

CERTIFICATION COVERAGE: ANY VOCATIONAL FIELD

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers and to provide opportunities for improvement in student self-development through the study of specific subject areas.

The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses
- instruction in making career choices
- basic employability skills

II. LABORATORY ACTIVITIES: When practical, instruction and learning activities are provided in a laboratory or classroom setting using hands-on experiences with the materials and equipment appropriate to the course content and in accordance with current practices in employment.

III. SPECIAL NOTE: Curriculum Frameworks are identical for all M/J Vocational Exploratory Wheel courses.

Districts may combine courses as desired to compose the exploratory wheel. Regardless of the length of the wheel, outcomes 1-4 must be addressed along with the selected outcomes from the subject area. If the wheel is at least 18 weeks in length, all outcomes of this framework must be addressed along with the selected outcomes from the subject areas included.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Demonstrate competencies and skills from the subject area.
02. List career or further study opportunities in the subject area.
03. Demonstrate problem-solving skills related to, or use techniques in the subject area.
04. Locate and use data related to the subject area.
05. Exercise creativity related to the subject area.
06. Communicate personal reactions to the subject area.
07. Describe community resources related to the subject area.

CURRICULUM FRAMEWORK PROGRAM AREA: Exploratory Wheel

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1992

PROGRAM TITLE: M/J Exploratory Vocational Wheel 4

CODE NUMBER: Secondary 8000230 Postsecondary Adult Vocational _____

Florida CIP 1498999904 Postsecondary Vocational _____

SECONDARY SCHOOL CREDITS _____ POSTSECONDARY ADULT COLLEGE CREDITS _____ VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): x 6-8 _____9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational _____ Other _____

CERTIFICATION COVERAGE: ANY VOCATIONAL FIELD

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers and to provide opportunities for improvement in student self-development through the study of specific subject areas.

The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses
- instruction in making career choices
- basic employability skills

II. LABORATORY ACTIVITIES: When practical, instruction and learning activities are provided in a laboratory or classroom setting using hands-on experiences with the materials and equipment appropriate to the course content and in accordance with current practices in employment.

III. SPECIAL NOTE: Curriculum Frameworks are identical for all M/J Vocational Exploratory Wheel courses.

Districts may combine courses as desired to compose the exploratory wheel. Regardless of the length of the wheel, outcomes 1-4 must be addressed along with the selected outcomes from the subject area. If the wheel is at least 18 weeks in length, all outcomes of this framework must be addressed along with the selected outcomes from the subject areas included.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Demonstrate competencies and skills from the subject area.
02. List career or further study opportunities in the subject area.
03. Demonstrate problem-solving skills related to, or use techniques in the subject area.
04. Locate and use data related to the subject area.
05. Exercise creativity related to the subject area.
06. Communicate personal reactions to the subject area.
07. Describe community resources related to the subject area.

CURRICULUM FRAMEWORK PROGRAM AREA: Exploratory Wheel

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1992

PROGRAM TITLE: M/J Exploratory Vocational Wheel 5

CODE NUMBER: Secondary 8000240 Postsecondary Adult Vocational _____

Florida CIP 1498999905 Postsecondary Vocational _____

SECONDARY SCHOOL CREDITS _____ POSTSECONDARY ADULT COLLEGE CREDITS _____ VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): x 6-8 _____9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational _____ Other _____

CERTIFICATION COVERAGE: ANY VOCATIONAL FIELD

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers and to provide opportunities for improvement in student self-development through the study of specific subject areas.

The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses
- instruction in making career choices
- basic employability skills

II. LABORATORY ACTIVITIES: When practical, instruction and learning activities are provided in a laboratory or classroom setting using hands-on experiences with the materials and equipment appropriate to the course content and in accordance with current practices in employment.

III. SPECIAL NOTE: Curriculum Frameworks are identical for all M/J Vocational Exploratory Wheel courses.

Districts may combine courses as desired to compose the exploratory wheel. Regardless of the length of the wheel, outcomes 1-4 must be addressed along with the selected outcomes from the subject area. If the wheel is at least 18 weeks in length, all outcomes of this framework must be addressed along with the selected outcomes from the subject areas included.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Demonstrate competencies and skills from the subject area.
02. List career or further study opportunities in the subject area.
03. Demonstrate problem-solving skills related to, or use techniques in the subject area.
04. Locate and use data related to the subject area.
05. Exercise creativity related to the subject area.
06. Communicate personal reactions to the subject area.
07. Describe community resources related to the subject area.

CURRICULUM FRAMEWORK PROGRAM AREA: Exploratory Wheel

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1992

PROGRAM TITLE: M/J Exploratory Vocational Wheel 6

CODE NUMBER: Secondary 8000250 Postsecondary Adult Vocational _____

Florida CIP 1498999906 Postsecondary Vocational _____

SECONDARY SCHOOL CREDITS _____ POSTSECONDARY ADULT COLLEGE CREDITS _____ VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): x 6-8 _____9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational _____ Other _____

CERTIFICATION COVERAGE: ANY VOCATIONAL FIELD

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers and to provide opportunities for improvement in student self-development through the study of specific subject areas.

The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses
- instruction in making career choices
- basic employability skills

II. LABORATORY ACTIVITIES: When practical, instruction and learning activities are provided in a laboratory or classroom setting using hands-on experiences with the materials and equipment appropriate to the course content and in accordance with current practices in employment.

III. SPECIAL NOTE: Curriculum Frameworks are identical for all M/J Vocational Exploratory Wheel courses.

Districts may combine courses as desired to compose the exploratory wheel. Regardless of the length of the wheel, outcomes 1-4 must be addressed along with the selected outcomes from the subject area. If the wheel is at least 18 weeks in length, all outcomes of this framework must be addressed along with the selected outcomes from the subject areas included.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Demonstrate competencies and skills from the subject area.
02. List career or further study opportunities in the subject area.
03. Demonstrate problem-solving skills related to, or use techniques in the subject area.
04. Locate and use data related to the subject area.
05. Exercise creativity related to the subject area.
06. Communicate personal reactions to the subject area.
07. Describe community resources related to the subject area.

State of Florida
Department of Education
Betty Castor, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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